

DOCUMENT RESUME

ED 029 202

AC 004 050

The Library: Planning, Organizing and Evaluating Training Programs: Personnel Bibliography. Series Number 18.
Civil Service Commission, Washington, D.C.

Pub Date 66

Note-91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors-*Annotated Bibliographies, Business, Educational Needs, *Federal Government, *Government Employees, Industry, Internship Programs, *Management Development, Program Development, Program Evaluation, *Public Administration Education, Research, Surveys, Trainers, Training Objectives, Training Techniques

This annotated personnel bibliography on planning, organizing, and evaluating training programs covers the following areas: Training Programs and Activities in the Federal Government; Philosophy, Policies, and Objectives of Training; Organization of Training; Program Development and Implementation; Determining Needs for Training; Evaluation of Training; Surveys of Training Programs and Activities in Business and Industry; Training Programs and Activities in the Public Service; and Selected Research Studies on Training. The first area includes overviews of Federal agency activities, program development and administration, training methods, program evaluation, internship programs, and legal background and history. (nl)

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PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

Personnel Bibliography

SERIES NUMBER 18

U. S. CIVIL SERVICE COMMISSION
WASHINGTON, D.C.
JANUARY 1966

FOREWORD

This bibliography is the most recent issue in the Personnel Bibliography Series issued by the Library. While it is the first comprehensive publication in the general area of training, it up-dates, to some extent, parts of two earlier bibliographies on executive development which appeared in 1961.

Since the material in the training field is voluminous, the references referring to training methods are being issued as a separate number in the series.

Material relating to the training of supervisors has been generally omitted since a separate publication on supervisors will include these items.

This bibliography was compiled by the Library staff and reviewed by V. Wayne Cobb, Management Training Specialist, Office of Career Development. It includes material received in the Library through December 1965.

PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

Table of Contents

Foreword

Training Programs and Activities in the Federal Government

Overviews of Federal Agency Activities.....	1
Program Development and Administration.....	3
Training Methods.....	11
Program Evaluation.....	15
Internship Programs.....	17
Legal Background and History.....	25

Philosophy, Policies and Objectives of Training.....	29
--	----

Organization for Training

Qualifications, Responsibilities and Status of the Training Staff.....	33
Developing and Evaluating the Instructor.....	39

Program Development and Implementation.....	42
---	----

Determining Needs for Training.....	53
-------------------------------------	----

Evaluation of Training.....	57
-----------------------------	----

Surveys of Training Programs and Activities in Business and Industry.....	72
--	----

Training Programs and Activities in the Public Service.....	75
---	----

Selected Research Studies on Training.....	81
--	----

PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

TRAINING PROGRAMS AND ACTIVITIES IN THE FEDERAL GOVERNMENT

Overviews of Federal Agency Activities

Dinerman, Beatrice, Eugene P. Dvorin, and Edward F. Staniford.

Furthering employee education in state and Federal governments. Personnel administration, vol. 23, no. 1, January-February 1960, pp. 37-43.

Studies extent to which Federal and state governments sponsor educational programs for employees and finds that such programs are expanding among all types of employees, at all levels, and in a variety of subject areas.

U. S. Civil Service Commission.

Employee development and training in the Federal service (fiscal year 1961). Report to the President.... Washington, 1962. 14 pp.

Consolidated annual training report which briefly summarizes the highlights of fifty-three individual agency reports.

U. S. Civil Service Commission.

Employee training for better public service. Washington, U. S. Govt. Print. Off., 1960. 38 pp. (S. Com. print, 86th Cong.)

Report to the President on training activities in Federal agencies under the Government Employees Training Act.

U. S. Civil Service Commission.

Employee training in the Federal service; a status report to the President. Washington, 1957. 9 pp.

Summarizes civilian training activities of the Federal government, and points out areas in which agency, Civil Service Commission, and Congressional action are needed.

✓ U. S. Civil Service Commission.

Highlights of training and education in the Federal service -- 1963. Background paper, Conference on the Role of Universities in Career Development, January 24-25, 1964, prepared by Thomas W. Carr. Washington, 1964. 36 pp.

Reviews programs for training and education in Federal agencies, emphasizing interagency training, and programs carried on in co-operation with colleges and universities.

U. S. Civil Service Commission.

H Interagency training conducted by U. S. Civil Service Commission, 1962. Prepared by the Office of Career Development. Washington, 1962. 28 pp.

Statistical tables and comments on significant developments.

Overviews of Federal Agency Activities (Cont'd)

U. S. Civil Service Commission.

X Interagency training programs, 1965-1966. Prepared by the Office of Career Development. Washington, U. S. Govt. Print. Off., 1965. 229 pp.

Information on training available for interagency participation during fiscal year 1966.

Latest issue of a publication issued annually.

The Library has a complete set dating from Spring 1959.

U. S. Civil Service Commission.

✓ Long term training in non-government facilities, fiscal year 1963. In Highlights of training and education in the Federal service-- 1963. Washington, 1964.

U. S. Civil Service Commission.

Training of federal employees; Report... to the President on training activities in federal agencies under the Government Employees Training Act. Washington, U. S. Govt. Print. Off., 1961. 6 pp. (H. Com. print, 87th Congress).

Makes particular note of the value of training, improvement and expansion of training activities, kinds of training, expenditures for training in non-Government facilities, awards and contributions connected with training, and compliance with length-of-service agreements as required by the act.

U. S. Civil Service Commission.

The training of Federal employees, prepared by Elizabeth F. Messer. Washington, U. S. Govt. Print. Off., 1958. 146 pp. (Personnel methods series no. 7)

Presents useful information on employee training activities of Federal agencies, discussing policies, organization, programs and activities, methods, problems, and recommendations. Includes status report to the President.

U. S. Congress. House. Committee on Education and Labor.

A directory of federally financed student loans, fellowships, and career training programs in the field of higher education in the United States. Washington, U. S. Govt. Print. Off., 1963. 146 pp. (H. Com. print, 88th Cong.)

Lists and describes programs which are of direct assistance to employees in advancing their careers or professions. Includes on-the-job training; courses in government-operated institutes, schools, or hospitals; private or state universities or colleges; and opportunities offered in conjunction with foreign aid or security.

U. S. Congress. House. Committee on Education and Labor.

The Federal government and education. Washington, U. S. Govt. Print. Off., 1963. 176 pp. (H. Com. print, 88th Cong.)

Partial contents: Education of government personnel, pp. 93-98.

Overviews of Federal Agency Activities (Cont'd)

- U. S. Congress. Senate. Committee on Post Office and Civil Service.
 Subcommittee on Federal Manpower Policies.
 Training and education in Federal government. Washington, U. S. Govt. Print. Off., 1953. 24 pp. (S. Doc. 21, 83d Cong.)
 Primarily concerned with training and education at postgraduate level in non-federal facilities as distinguished from in-service training. Includes proposed legislation which would secure economical use of manpower by preventing abuses in education and training of Federal civilian officers and employees, and of members of armed services in non-federal facilities.
- U. S. Library of Congress.
 Federal educational activities and educational issues before Congress, a report prepared by Charles A. Quattlebaum. Washington, U. S. Govt. Print. Off., 1952. 567 pp. (H. Doc. 423, 82d Cong.)
 Part 3 surveys educational activities administered by Federal agencies, describes programs individually and summarizes these activities, including data on funds available for the respective programs as well as general descriptive information.
- U. S. Library of Congress.
 Federal educational policies, programs, and proposals; a survey and handbook, prepared by Charles A. Quattlebaum. Washington, U. S. Govt. Print. Off., 1960. 3 v. (H. Com. print, 86th Cong.)
 Partial contents: Part 2, Survey of Federal educational activities; Part 3, Analysis and classification of the programs.
 To some extent this represents a revision and up-dating of the 1952 report.
- U. S. Office of Education.
 A survey of Federal programs in higher education, by J. Kenneth Little. Washington, U. S. Govt. Print. Off., 1962. 56 pp. (OE-50033, Bulletin 1963, no. 5)
 "Summary describing the programs, participating institutions and the effects of the programs on the institutions."

Program Development and Administration

- Auvil, Carl.
 The cobbler's children. Personnel administration, vol. 22, no. 1, January-February 1959, pp. 44-47.
 Description of various types of training provided for the personnel staff of the U. S. Navy Department.
 Partial contents: The "regs" course; Classification training program; Special development program; The industrial relations institute.

Program Development and Administration (Cont'd)

Clifford, Addison B., Jr.

An administrative study of the Training Division of the Bureau of Naval Personnel, United States Department of the Navy. American University, 1956.

Cook, Edward M.

Verbatim training guides. Journal of the American Society of Training Directors, vol. 15, no. 8, August 1961, pp. 33-36, 38.

Discusses reasons why the Census Bureau requires use of verbatim training guides and examines principles it has attempted to follow in composing them.

Decker, Camille E.

✓ Employee training and development; a study of training operations under the Government Employees Training Act of 1958 -- with special reference to the Department of the Navy, 1958-1962. Washington, The American University, 1963. 283 pp.

Studies nature of training function as a part of the personnel function and describes the development and scope of the Government Employees Training Act of 1958.

Partial contents: The pattern of responsibilities; Policy formulation and program administration; Sources of training; How training and development meets needs; Summary, conclusions and recommendations.

Ph. D. dissertation, The American University, 1963.

Doyle, John S.

The instructor training program of the Navy: its implications for civilian education. Chicago Teachers College, 1940. M. Ed.

Hall, Milton.

Training your employees; suggestions to executives and supervisors. Washington, Society for Personnel Administration, October 1940. 26 pp. (Pamphlet no. 3)

Harmel, Morton W.

Professional training personnel in the Washington, D. C. area. Journal of the American Society of Training Directors, vol. 9, no. 2, March-April 1955, pp. 29-32, 46-52.

Huddleston, Robert H.

Cooperative work-study programs. Journal of the American Society of Training Directors, vol. 12, no. 9, September 1958, pp. 35-40.

Program of cooperative work-study embarked upon by the White Sands Proving Grounds and the New Mexico College of Agriculture and Mechanic Arts.

Program Development and Administration (Cont'd)

Jones, Reginald M., Jr.

- ✓ The response of the Civil Service Commission to Federal Library training needs. D. C. Libraries, vol. 35, no. 4, October 1964, pp. 54-56.

Describes programs developed by the U. S. Civil Service Commission to (1) relate agency missions and work goals, (2), increase management insights and supervisory abilities, and (3) develop skill in using modern management tools such as automatic data processing. Relates each of these program areas to Federal librarians' work responsibilities and training needs.

Jones, Roger W.

Management and training. Address...at the Conference on the Government Employees Training Act, Department of Health, Education, and Welfare auditorium, April 28, 1959. Washington, U. S. Civil Service Commission, 1959. 7 pp. (News release of April 28, 1959)

Explores the value of the Federal Employees Training Act for strengthening Federal management, and discusses inter-relationships of man, supervisor, and organization in training situations. Concludes with a special word for executive development.

Kidd, A. Paul.

- ✓ Evaluation of training. Personnel information bulletin (Veterans Administration), April 1964, pp. 5-6.

Relates useful experience in personnel management training program, highlighting U. S. Civil Service Commission classification training course, observation of hearings sessions, and career development activity.

Lawton, Frederick J.

Putting the Training Act to work. Address...at the Conference on the Government Employees Training Act, April 28, 1959. Washington, U. S. Civil Service Commission, 1959. 6 pp. (News release of April 28, 1959)

Outlines in practical terms what the Act and regulations allow agency personnel to do, what in turn it requires of agency personnel, and how authority granted by the Act may be used.

Mahaney, Francis J.

Establishing the training function in the Postal Service; a case study. Cornell University, Ithaca, 1956. M.S.

Michael, Jerrold M.

- ✓ Operation impact. Training directors journal, vol. 18, no. 10, October 1964, pp. 30-32, 34-36, 38.

Discusses problems and procedures of in-service training project developed for Indian health program managers in U. S. Public Health Service. Considers whole process from determination of needs through course content and follow-up.

Morrissey, George E., Jr.

Determining management training needs of Air Force middle management. George Washington, 1961. M.E.A.

Program Development and Administration (Cont'd)

Pollock, Ross.

A philosophy of training. Training officers newsletter (Australia), vol. 2, no. 2, Winter 1960, pp. 1-9.

A presentation of what training is, and of its "how", "who", and "why".

Progress under the Government Employees Training Act. In U. S. Training Officers Conference. The future of employee development, Washington, 1961, pp. 28-32.

Panel moderated by O. Glenn Stahl; participants, Harold H. Leich, J. Kenneth Mulligan and William T. McDonald, all from the U. S. Civil Service Commission.

Rosenberger, Homer T.

How to organize and administer an employee training program.

Washington, Society for Personnel Administration, 1956. 35 pp.

Discusses some goals that are basic in developing a large staff by means of training, and attempts to assist executives and training directors to anticipate problems which occur frequently in planning and conducting employee training.

Rosenberger, Homer T.

Stimulating the will to learn. Washington, Society for Personnel Administration, 1958. 38 pp. (Pamphlet no. 16)

Manual for executives and training directors which discusses types of incentives which can be "created and used effectively in stimulating workers to engage enthusiastically in self-development activities and to use on the job their newly acquired facts, skills, and attitudes."

Seamens, Howard R.

Administrative management of on-the-job training in the United States Air Force. Washington, U. S. Department of Commerce, Office of Technical Services, 1964. 70 pp.

"The present program is examined to determine its strengths and weaknesses, and, in conclusion, recommendations are made to strengthen today's program."

Paper submitted in partial fulfillment of the requirements for the degree of Master of Business Administration, Syracuse University, 1964.

Sobrio, Daniel B. A.

Problems in the administration of the Federal Employees Training Act of 1958. George Washington University, Washington, D. C., 1962. M.A. in Govt.

Special issue on training and development. Personnel information bulletin (Veterans Administration), February 1961.

Partial contents: A philosophy of training, by Ross Pollock; Creating a climate for development, by L. H. Gunter and Leonard Oseas; Quality training, by Abraham Norman; The story of a training committee, by P. M. Nugent; Sensitivity training, by J. Arthur Waites; and Planned training to meet program needs, by A. R. Thompson.

Program Development and Administration (Cont'd)

Training Officers Conference.

- ✓ Directory of personnel active in the fields of career development and training. 8th ed. Washington, 1965. 41 pp.
Latest number in a continuing series. Title varies.

Training Officers Conference.

Proceedings... annual institute. Washington, 1956 -

Titles vary for each one day institute.

Library has: Recent developments in research applicable to training, 1956; The "x" factor--employee attitudes, 1957; Management of employee training, 1959; Planning employee development in times of accelerating change, 1960; The future of employee development, 1961; Training today for the world of tomorrow, 1962.

U. S. Agency for International Development.

A ten point training program; report of the Task Force on Training and Orientation for A. I. D. Washington, 1961. 38 pp.

Contains ten recommendations ranging from special programs for senior personnel to staffing for training.

U. S. Atomic Energy Commission.

Employee development and training. Washington, U. S. Govt. Print. Off., 1959. 35 pp. (Personnel Handbook Appendix 4150)

Describes standards, legal requirements, and procedures necessary to carry out AEC responsibilities under the Government Employees Training Act.

U. S. Bureau of Employment Security.

Guide to the preparation of training materials. Washington, 1961. 75 pp. (Training unit no. 6)

Begins with the nature of learning and training and then explains the factors involved in preparing training materials. Includes methods and techniques used in writing instructor's guides, study guides and workbooks. The last section deals with the procedure for constructing tests.

U. S. Bureau of Employment Security.

Outservice management training of local office managers. Washington, 1963. 28 pp.

Contains material useful to administrator responsible for planning training opportunities for agency personnel. Subjects range from survey of needs to selection of educational institution and evaluation of results.

U. S. Civil Service Commission.

Assessing and reporting training needs and progress. Revised. Washington, U. S. Govt. Print. Off., 1961. 80 pp. (Personnel methods series no. 3)

Offers assistance to personnel "whose job it is to help line officials to make appropriate review of training needs and plans for meeting these needs...."

Program Development and Administration (Cont'd)

U. S. Civil Service Commission.

✓ Federal personnel manual. Employee development. Chapter 410.
Washington, U. S. Govt. Print. Off., 1963-

Statement of broad policy, program guides, and basic requirements for training and development of Federal employees by their employing departments.

Partial contents: Determining training needs; Establishing training programs; Interagency training; Training through non-government facilities, etc.

U. S. Civil Service Commission.

Human growth: prerequisite of all advancement, by Elizabeth F. Messer. Washington, 1957. 19 pp.

Review of progress and problems in Federal employee development. Editorial draft of a report summarizing trends and substance of employee training practices and problems in Federal government.

U. S. Civil Service Commission.

Some important considerations in departmental administration of out-service training under the Government Employees Training Act. Prepared by the Career Development Section. Washington, 1959. 18 pp.

Policy guides for administration of out-service training under the Government Employees Training Act. Does not attempt to be all-inclusive, but suggests policies relating to delegation of authority financing, program balance and planning, choice of institutions, selection of trainees, and obligated service agreements.

U. S. Civil Service Commission.

✓ Training for those employed by Federal agencies through the Youth Opportunity Campaign, 1965. Prepared by the Office of Career Development. Washington, 1965. 44 pp.

Includes summary of agency activities and excerpts from selected agency reports.

Appendix B: Guidelines for instructing supervisors of youthful employees in Federal agencies; Appendix C: Occupational training guidelines for non-college youth employed in Federal agencies.

U. S. Department of Agriculture.

✓ A guide to an inservice training program for cooperative extension personnel. Recommendations of the National Task Force on Cooperative Extension Inservice Training. Washington, n.d. 35 pp.

Basic manual developed to strengthen inservice training programs and policies and align them with current and future needs of the Cooperative Extension Service. Considers administrative arrangements, purposes of training and determining training needs, and program content areas. Training organization and activities, evaluation of inservice training, and the importance of research on extension training are also discussed.

Program Development and Administration (Cont'd)

- U. S. Department of Health, Education and Welfare.
Hints to good instruction. Prepared by Bureau of Old-Age and Survivors Insurance. Washington, 1962. 25 pp.
"... series of reminder items highlighting principal points of pressures in the teaching or instructional process."
- U. S. Department of Health, Education, and Welfare. Division of Personnel Management.
Staff development; the supervisor's job. Rev. Washington, U. S. Govt. Print. Off., 1963. 31 pp.
Suggestions on how to help people want to develop; presents five ways to speed learning; considers some tools for staff development.
- U. S. Department of Labor. Office of Personnel Administration.
How to identify and meet training needs. Washington, 1960. 18 pp. (Supervisor's guide series no. 3)
- U. S. Department of the Air Force. Dobbins Air Force Base. Central Civilian Personnel Office.
Career development.... Marietta, Ga., 1957. 38 pp.
"The purpose of this guide is to formulate policy, outline program objectives and responsibility, and to establish methods of evaluating a thorough and comprehensive employee and career development program."
- U. S. Department of the Army.
Getting ready to train employees. Washington, U. S. Govt. Print. Off., 1953. 17 pp. (Civilian personnel pamphlet no. 41-B-53)
Covers the planning a supervisor must do and the actions he should take to prepare for organized job training where more formal and intensive instruction is necessary.
- U. S. Department of the Army. Office of the Deputy Chief of Staff for Personnel.
Training specialist course; manual. Washington, 1958. 147 pp.
- U. S. Department of the Army. Office of the Deputy Chief of Staff for Personnel.
The training function. Washington, 1958. 22 pp.
Material on aspects of training, including the training cycle, determining training needs, and methods of instructing the worker. (Extracts from Training Specialist course)
- U. S. Department of the Army Office of the Deputy Chief of Staff for Personnel. Office of Civilian Personnel.
Design for seminars for employee development officers. Washington, 1959. 11 pp.
Provides guidance for those responsible for planning and conducting seminars on employee development, and gives information to those who are considering attending.

Program Development and Administration (con'd)

- U. S. Department of the Army. Second Army. Headquarters.
Training and development. Fort George G. Meade, Md., n.d.
21pp. (Personnel management series)
Gives the supervisor general information on the objectives of civilian training and furnishes specific information on the training timetable and programming for training, the identification of needs, the different type of development, and evaluation.

- U. S. Forest Service
Experience and training record; cumulated summary. San Francisco, Calif., 1958 20 pp.
Contains forms to be maintained showing education and specialized training, summary experience record, and training progress summary.

- U. S. General Services Administration. Office of Planning. Public Buildings Service.
Space planning guide: Training rooms. Washington, 1961. 15 pp.
"...though the issuance of this Guide is geared to the multi-use principle, we are attempting to treat the major areas that training officials should consider when planning training facilities for any purpose."

- U. S. National Park Service.
Training and employee development. Washington, 1962. 1 v.
(Personnel management handbook)

- U. S. Social Security Administration.
Group leadership in staff training, by Eileen A. Blackey. Washington, U. S. Govt. Print. Off., 1957. 182 pp.
Seeks to identify types of group educational problems that public welfare agencies face, to apply educational concepts to staff training, and to develop certain ideas about groups and group processes in training.

- U. S. Veterans Administration.
Common sense about training. Washington, U. S. Govt. Print. Off., 1955. 27 pp. (VA pamphlet 5-18)

- U. S. Veterans Administration.
Employee Training - for whom and what kind. Washington, U. S. Govt. Print. Off., 1960. 34 pp. (Program guide PG 5-6)
Sets out training units, both required and optional, for the individual in his first VA job, for first-line supervisors, for division chiefs, and for top management. Easily available training materials are suggested for many of the units.

- U. S. Weather Bureau
Policy on university training and other non-government training at Weather Bureau expense. Washington, 1960. 5 pp.

Program Development and Administration (Cont'd)

Wasby, Stephen L.

- ✓ The state college and in-service training - a trial. Public personnel review, vol. 26, no. 4, October 1965, pp. 213-216.

An account of the difficulties incurred in an attempt to set up a training course for Federal regional administrators in the low and middle levels at Moorhead State College, Moorhead, Minnesota.

.
Notes on Additional Sources

Course outlines, courses of study and training schedules have not been included here. Many such training tools are available in the Commission Library, where they may be consulted.

Training Methods

Bauer, Christian S.

The USAF film training aid. Journal of the American Society of Training Directors, vol. 13, no. 6, June 1959, pp. 25-29.

Describes use of the USAF Film Training Aid "made to meet a localized training need." Summarizes differences between this film and Headquarters USAF approved Class A training films. Author feels greatest value of this aid lies in the fact that time and cost-wise it can be produced within existing procedures.

Kovach, Ruth A. and William R. Moore.

Training service centers in the United States Forest Service.

- ✧ Training directors journal, vol. 19, no. 1, January 1965, pp. 49-54.

Describes purpose, set-up, and materials of centers established to provide busy staff and line personnel with training resources at low cost.

Lippitt, Gordon L.

- ✓ Report on use of the tele-lecture in management training (a case example). Washington, George Washington University, Center for the Behavioral Sciences, 1963. 3 pp.

Describes the use by the Seattle Regional Office, U. S. Civil Service Commission, of the tele-conference lecture as a training device. Tells how the technical arrangements were made, and evaluates results.

Lippitt, Gordon L.

Report on weekly tele-conference of top management in the U. S. Post Office Department. Washington, George Washington University, Center for the Behavioral Sciences, 1963. 6 pp.

Case study analyzing use of tele-conference system by the U. S. Post Office Department. "It has created an administrative climate in which new ideas have flourished between the 15 regional offices and Washington Headquarters staff...."

Training Methods (Cont'd)

Longstreth, Paul L.

✓ Trial run - management training. Training directors journal, vol. 18, no. 7, July 1964, pp. 52-54.

Describes area level training program developed by U. S. Bureau of Indian Affairs for employees in comparatively low classification grades and who were not over thirty-five years old. Notes use of mental maturity test and occupational interest inventory, and discusses work assignments and their content, and evaluation.

Macy, John W., Jr.

✓ After placement -- what? Journal of college placement, vol. 25, no. 3, February 1965, pp. 26-27, 110, 112, 114-116, 118.

"A Federal government career now offers continuity after placement through opportunities for continuing development at every stage, from entrance-level to top-executive level. Federal agencies' recognition of the importance of training as an integral part of good management is reflected in the variety of excellent programs that are available for continuing education and training." Describes various government programs that might be followed by other employers, governmental or non-governmental: management intern programs, inter-agency training programs, agency training, the Executive Seminar Center, and university programs.

Oganovic, Nicholas J.

✓ Federal agencies and the new work-study program. Civil service journal, vol. 6, no. 1, July-September 1965, pp. 6-7.

Outlines circumstances under which Federal agencies can participate in this program.

Pollock, Ross.

Promoting self-development in subordinates. In U. S. Department of Agriculture, Graduate School. The Third Management Development Workshop for Federal Executives, 1960-61. Washington, 1961.

Schmitt, Arthur W.

The Federal Aviation Agency's Directed Study Program. Home study review, Fall 1961, pp. 17-23.

Shows how Directed Study courses complement and supplement Resident and on-the-job training. Describes curriculum, enrollment, student activity, instruction and other characteristics of the program.

Solem, Allen R., Victor J. Onachilla, and Karl Z. Heller.

The posting problems technique as a basis for training. Personnel administration, vol. 24, no. 4, July-August 1961, pp. 22-31.

Describes the use of Maier's posting problems technique as a basis for determining training objectives, content, method and an evaluation approach. Experiment was conducted in a series of one week management institutes for lower and middle level line supervisors and staff personnel in the field service of a government agency. Results suggest advantages over traditional approaches and a number of useful guides in performing the training function.

Training Methods (Cont'd)

Stewart, Nathaniel.

The co-op education path to a career in engineering and science. School science and mathematics, March 1958, pp. 175-180.

Highlights of the Bureau of Ships program designed to assure an annual in-put of promising young people interested in careers in engineering and science. Emphasizes the high priority given counseling services throughout the program.

Stewart, Nathaniel.

Cooperative education: a sound investment in manpower potential in naval engineering. Journal of the American Society of Naval Engineers, Inc., November 1957, pp. 681-690.

Describes the Bureau of Ships' program for cooperative education in naval architecture which provides integrated classroom instruction and practical industrial experience in an organized program under which student-trainees alternate periods of attendance at college with periods of employment in industry, business, or government.

Torpey, William G.

Cooperative education in a civil service setting. Public personnel review, vol. 16, no. 4, October 1955, pp. 210-214.

Reviews highlights in planning and installing the cooperative education plan at the U. S. Naval Research Laboratory. The plan involves rotating periods of academic work and practical experience.

U. S. Civil Service Commission.

A catalog of training methods, by Elizabeth F. Messer. Washington, 1957. 13 pp.

Designed for use by a leader of a group of supervisors in a discussion of training methods. Outlines and charts for blackboard use.

U. S. Civil Service Commission.

Career Education Awards Program for Federal employees. Washington, 1962. 2 pp. (News release, January 17, 1962)

Describes the program to be administered by the U. S. Civil Service Commission and the National Institute of Public Affairs with funds provided by the Ford Foundation which will enable talented career employees to receive graduate training.

U. S. Civil Service Commission.

Index to supervisory case studies and a review of the case method. Washington, U. S. Govt. Print. Off., 1958. 23 pp. (Personnel methods series no. 8, November 1958)

U. S. Civil Service Commission.

Training Federal employees outside government. Washington, 1954. 13 pp.

Studies current thinking and practice regarding outside training in government and private business, proposes legislation to permit use of outside training by all Federal agencies, presents views of interested agencies and lists suggested safeguards.

Training Methods (Cont'd)

- U. S. Department of Health, Education and Welfare.
Guides for instructional management and selected training techniques.
Prepared by Bureau of Old-Age and Survivors Insurance. Washington,
1962. 37 pp.

- U. S. Department of Health, Education and Welfare.
Teaching methods and techniques. Prepared by Bureau of Old-Age and
Survivors Insurance. Washington, 1962. 17 pp.

- U. S. Department of the Air Force.
Co-operative education (Co-op) programs. Washington, 1964. 29 pp.
(Program supplement no. 29, AFM 40-1)
Guide to setting up and operating undergraduate and graduate
co-operative education programs. Includes list of schools offering
co-operative education programs.

- U. S. Department of the Army.
Job instruction training. Washington, U. S. Govt. Print. Off., 1962.
27 pp. (Civilian personnel pamphlet no. 41-B-3)
Emphasizes supervisors responsibilities in area of training.

- U. S. Department of the Army. Headquarters Office of the Deputy Chief
of Staff for Personnel.
Workshop for middle managers. Manual. Washington, 1961. 248 pp.
Reference manual for those responsible for planning workshops for
middle managers. Contains suggestions for advance planning, schedule
of pilot run, guides for leaders, and lecture materials.

- U. S. Department of the Army. Office of the Deputy Chief of Staff for
Personnel. Office of Civilian Personnel.
Designing a course for case discussion leaders. Washington, 1959.
41 pp.
Describes the design and methodology used and contains an
explanation of the case method, a sample schedule of a case system
institute, a list of films, and an evaluation form.

- U. S. Department of the Navy.
Education and training. Washington, U. S. Govt. Print. Off., 1957.
162 pp. (Navpers 10827-A)
Manual prepared by the Bureau of Naval Personnel which describes
organization, programs, activities and facilities that are available
for the education and training of naval personnel.

- U. S. Department of Labor. Office of Personnel Administration
Employee training. Washington, U. S. Govt. Print. Off., 1961.
16 pp.
Graphic presentation on the different types of self-development
available to employees.

Training Methods (Cont'd)

U. S. General Services Administration.

✓ Cooperative work study program. A GSA handbook. Washington, 1964. 8 pp. (OFA P 3830.3, April 29, 1964)

Describes philosophy on which work study is based, and explains method of selecting participants, method of advancement and occupational fields included.

White, B. Frank.

A line manager looks at team training. Training directors journal, vol. 18, no. 8, August 1964, pp. 78-83.

Explains how District Director of Internal Revenue Service, New Mexico, used team training laboratory to explore individual and group managerial action. Discusses how this management development method evolved, its make-up, and its results. Tools used included in-basket and managerial grid.

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Notes on Additional Sources

For material relating to work-study programs in business and industry see: Wilson, James W. and Edward H. Lyons, Work-study college programs: appraisal and report of the Study of Cooperative Education, as well as other references in the section on Training Methods, General.

Program Evaluation

A case of marginal utility in training. Training in business and industry vol. 2, no. 3, May/June 1965, pp. 37-38, 54, 58-59.

To demonstrate a case of training plans based on net return to the organization, examines the apprentice program of the Naval Ordnance Laboratory, White Oak, Maryland, as presented by Thomas W. Gill, Chief, Employee Development Division of the Laboratory. Finds in this case that there is insufficient evidence to come to a firm conclusion that the employer is not repaid for his expenditure. Includes a summary of the costs of apprentice training.

Mehr, Joseph.

An analysis of the employee development program of the Department of the Navy. N.Y.U., 1956. M.P.A.

Randall, Raymond L.

An evaluation of selected executive development programs for government officials. Washington, American University, 1961. 448 pp.

While the primary aim of the study is to analyze the five conferences for Federal career executives sponsored by the Brookings Institution during period from 1957 to 1960, two other programs in which Federal career executives participated are included for purposes of comparison.

Program Evaluation (Cont'd)

Shirley, David E.

Financial management training; experience of the Office of Career Development. Federal accountant, vol. 13, no. 2, December 1963; pp. 69-72.

Describes three types of programs developed by the U. S. Civil Service Commission's Office of Career Development and evaluates results.

U. S. Department of Defense.

Study of management education and training within the Department of Defense. Part IV: Special Logistics School Task Group report. Washington, 1963. 184 pp.

"This study considers the present school systems of the services, the output of officers qualified as joint logisticians, the requirement of Department of Defense agencies for such officers and their training, attempts to identify existing educational and training gaps between the need and the capability to meet it, and explores appropriate measures to meet such needs."

U. S. Department of Defense.

Study of management education and training within the Department of Defense. Part V: Short Logistics Courses Task Group report. Washington, 1963. 252 pp.

Some objectives of the study were to determine whether logistics management education requirements are being met in short logistics management courses, and to develop the extent, practicability and desirability of making these courses suitable for interservice use. The study encompasses courses offered at the Army Logistics Management Center, the School of Logistics of the Air Force Institute of Technology, the Army Management Engineering Training Agency, the Army Management School and the short course at the Naval Postgraduate School at Monterey.

Program Evaluation (Cont'd)

- U. S. Department of the Air Force.
Leadership training laboratory; an evaluation report. Norton Air Force Base, California, 1958. 24 pp.
"Evaluation by means of an attitude scale, and subsequent ratings by supervisors, subordinates, and delegates, suggest that there are some relatively long-lasting, observable changes in the attitudes and behavior of many of the participants. It would appear also that these changes improved their effectiveness in relating to the people in their work groups."
- U. S. Department of the Interior. Office of the Administrative Secretary.
An appraisal of departmental management training in the Department of the Interior, by Karl E. Stromsem.... Washington, 1962. 24 pp.
- U. S. Department of the Navy.
✓ The Navy's training problems: Volume 1. an evaluative survey. Prepared for Psychological Research Division, Bureau of Naval Personnel by Dunlap and Associates, Inc. Washington, 1964. 31 pp. (Contract Nonr 4235 (00))
Describes procedure used in making survey of training problems and discusses aspects of those problems which were considered valid subjects for research; theory and goals, training content, procedures and methods, individual differences, etc.
- U. S. Department of the Navy.
✓ Training feedback information requirements and methods in the research, development, test, and evaluation of Navy systems. Prepared by Dunlap and Associates, Inc. Washington, 1964. 1 v. (Report no. ND 65-4, prepared under Contract Nonr 4167 (00))
Presents study made to determine relation of training feedback process to effectiveness of current training evaluation programs. Includes technical and management recommendations for improving training feedback.
- Wiener, Daniel N.
Evaluation of selection procedures for a management development program. Journal of counseling psychology, vol. 8, no. 2, Summer 1961, pp. 121-128.
Relates experience of the Veterans Administration, Fort Snelling, in selecting personnel to participate in a management development program.

Internship Programs

- Bellows, Rowena S.
An appraisal of the internship program. Personnel administration, vol. 2, no. 7, March 1940, pp. 8-12.
Problems arising under internship program of the National Institute of Public Affairs as seen by an ex-intern. Discusses training received, criticisms of program, financial support, and relations with government agencies.

Internship Programs(Cont'd)

Brown, J. Henry, Jr.

The Federal Administrative Intern Program. Public personnel review, vol. 11, no. 1, January 1950, pp. 10-16.

History, objectives, and details of the operation of the intern program.

Brown, J. Henry, Jr.

The first Junior Management Intern Program. Personnel administration, vol. 13, no. 2, November 1950, pp. 15-18.

Background and selection procedures, evaluation of the program by some of the interns and contributions of the program to improved management in the Federal government.

Bulchis, Robert.

A Junior Management Development Program in the Federal field service. Public personnel review, vol. 14, no. 4, October 1953, pp. 171-177.

Discusses origin and development of the first administrative internship program in the Federal field service.

Camp, Paul M.

Internship for administration. In Society for Personnel Administration. The Federal career service--a look ahead. Washington, 1954, pp. 85-94. (Pamphlet no. 8)

Considers three questions relating to the problem of internship in government and suggests some solutions: 1. What kind of leadership do we need today in the government's directive positions? 2. Are our administrative internship programs geared to meeting this need? 3. What action does an examination of the above questions suggest to Federal personnel administrators?

Clay, Hubert and Leif O. Olsen.

Internships in the development of people. Personnel journal, vol. 40, no. 2, June 1961, pp. 58-63.

Recommends a program of internship for line managers under staff tutelage as a fundamental part of a management development effort, and considers in detail various steps in the internship.

Coman, Jean.

Internship program for Federal employees. Personnel administration, vol. 6, no. 6, February 1944, pp. 3-8.

Describes program of National Institute of Public Affairs and plan for intern development.

Connor, Franklin G. and Russell H. Landis.

The Federal Administrative Intern Program. Personnel administration, vol. 8, no. 4, December 1945, pp. 11-14.

Highlights of intern program for Federal employees sponsored by Committee on Administrative Interns and administered by the U. S. Civil Service Commission.

Internship Programs(Cont'd)

Davenport, Frederick M.

Internship training in government administration at Washington. American political science review, vol. 36, no. 6, December 1942, pp. 1151-1152.

Survey of the careers of six past groups of interns.

Dreese, Mitchell and Karl E. Stromsem.

Factors related to rapidity of rise of interns in the Federal service. Public personnel review, vol. 12, no. 1, January 1951, pp. 31-37.

Survey of progress of National Institute of Public Affairs interns in the Federal service to reveal which pre-internship and post-internship factors were most closely related to their success. Type of employment experience, post-graduate training, and degree of job satisfaction found to be most significant.

Dworkis, Martin B., Samuel F. Thomas and Ruth Weintraub.

Establishing an administrative internship program. Public administration review, vol. 22, no. 2, Spring 1962, pp. 75-81.

Description of an experimental program designed to develop in a group of outstanding college students a greater awareness and appreciation of the challenge offered in a career in Federal government service. A detailed analysis of the project is not yet available but some program results and recommendations are reported here. Participating agencies were the U. S. Civil Service Commission, the Executive Committee on the College-Federal Agency Council and the Ford Foundation.

Englebert, Ernest A.

Internship and student training programs in Southern California. Public personnel review, vol. 15, no. 3, July 1954, pp. 122-128.

Report on survey undertaken by Joint College-Federal Service Council in Southern California to ascertain which types of preservice training programs have proven most successful in that area.

Hall, Jayne B.

Apprenticeship in training for public service. Commonwealth review, vol. 20, November 1939, 3 pp.

Description of intern program of NIPA and typical assignments. Suggests increased academic training in public administration before entering internship period.

Internship Programs(Cont'd)

Irons, Warren B.

Accelerating junior executive development. Management quarterly, Winter 1962-63, pp. 1-2; Spring 1963, pp. 6-7.

Stresses need for proper selection, training, certain basic information, self-analysis and possibly special courses. Discusses program of progressive work assignments and careful evaluation of performance that contribute to the success of the Federal intern program.

Joint College-Federal Service Council for Southern California.

An evaluation of internship and student training programs in Southern California. Los Angeles, 1953. 83 pp.

Description and analysis of 15 training programs in both Federal and state government installations in Southern California. Evaluates accomplishments in the various programs in an effort to ascertain factors that led to success.

Jones, C. Herschel.

Internship programs: impact on participating agencies. Personnel administration, vol. 17, no. 3, May 1954, pp. 26-30.

Points out the benefits as well as the burdens that accrue to agencies participating in intern training programs.

Jones, Charles H.

✓ Public service internships in the national capital. Madison, University of Wisconsin, n.d. 267 pp.

Studies internship methods of training as they are applied to careers in public service.

Partial contents: The internship programs - object of study; Selection; Characteristics of the training programs; Administrative requirements and responsibilities; Related educational facilities; Appraisal.

Thesis submitted in partial fulfillment of the degree of Doctor of Philosophy at the University of Wisconsin.

Mandell, Milton M.

The background of management interns. Public personnel review, vol. 20, no. 3, July 1959, pp. 188-190.

Description of background of 145 successful applicants appointed in the Washington area in the summers of 1956 and 1957. Data cover reasons for choosing a government career, test results, and education, and indicates that the appointees "seem to have the foundation needed for a successful career in the Federal service." Suggests that more should be done to increase the number of desirable applicants and to hold them once they have been appointed.

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Internship Programs(Cont'd)

Mandell, Milton M.

Evaluating the JMA program. Personnel administration, vol. 18, no. 3, May 1955, pp. 7-10, 22.

Reports the results of a study undertaken to evaluate the Junior Management Assistant Examination utilized by the Federal government for obtaining persons with management aptitude. Presents information on what positions are now occupied by JMA's, what progress in terms of grade level they have achieved, what JMA's think about their jobs and their work situation, and what supervisors think of the quality of JMA's.

Mathewson, Daniel O.

Internship from a worm's eye view. Personnel administration, vol. 9, no. 5, May 1947, pp. 41-43.

Description of Federal Administrative Intern Program and the reactions of one of the participants.

Matteson, Robert J. M.

Internships in the public service. Personnel administration, vol. 11, no. 1, September 1948, pp. 23-26.

Survey of objectives, procedures, and general arrangements made for internship programs in the public service, and an evaluation of their effectiveness.

Morgan, Glenn G.

On being an intern--and afterward. Public administration review, vol. 16, no. 2, Spring 1956, pp. 95-101.

Diary of the progress of the author during the Third Career Development Program offered by the U. S. Civil Service Commission, February 1 to June 25, 1954, which shows how "one person was affected by, and reacted to, training in management".

National Institute of Public Affairs.

In-service internship program; interim report. Washington, 1944. 73 pp.

National Institute of Public Affairs.

Organization, program, and general information. Washington, 1945. 32 pp.

National Institute of Public Affairs.

The work of the National Institute of Public Affairs, 1934-1949; a summary. Washington, 1949. 92 pp.

Includes biographical information on N.I.P.A. interns, backgrounds and records. Includes government methods of selecting and training management talent.

Internship Programs(Cont'd)

Patman, Wright.

Internship in government proposed. Congressional record, vol. 94, no. 34, February 24, 1948, pp. A1141-A1143.

Remarks on introducing H.R. 5519 (80th Cong.) to create a commission to plan program for internships in the Federal government.

Reining, Henry, Jr. and Karl E. Stromsem.

An approach to public service training; government internships.

Public personnel review, vol. 3, no. 3, July 1942, pp. 190-199.

Program of the National Institute of Public Affairs.

Reining, Henry, Jr.

The first Federal in-service internship program. Personnel administration, vol. 7, no. 4, December 1944, pp. 8-20.

Describes operation of program sponsored by National Institute of Public Affairs and evaluation of results for intern and agency.

Reining, Henry, Jr.

Internships in the Federal service. Personnel administration, vol. 1, no. 6, February 1939, pp. 4-6.

Describes intern program of the National Institute of Public Affairs.

Reining, Henry, Jr.

Problems of training for the public service. (d.) American experience, National Institute of Public Affairs: Internships in government.

Public administration (London), vol. 16, no. 3, July 1938, pp. 294-302.

Rizos, Evangelos J.

Administrative internship; its place in teaching public administration in the United States. Revue internationale des sciences administratives, vol. 21, no. 4, 1955, pp. 895-904.

Explains the development of internship programs in United States, summarizes the essential features of the plan, and gives highlights of several internship programs sponsored by various schools.

Schaffer, Albert J.

The 1952 model of JMA. Personnel administration, vol. 15, no. 5, September 1952, pp. 19-22.

Gives background information and traces development of Junior Management Assistant Program through the current year.

Internship Programs (Cont'd)

Slesinger, Jonathan A.

Personnel adaptations in the Federal Junior Management Assistant Program. Ann Arbor, University of Michigan, Institute of Public Administration, 1961. 146 pp. (University of Michigan, Michigan governmental studies, no. 41)

Reports a study made to (1) find answers to the difficulties of staffing for positions of administrative leadership and (2) to analyze the answers in terms interesting to "both practicing administrators and to students of organizational behavior research."

Partial contents: The Junior Management Assistant Program: a needed innovation in Federal personnel recruitment and development; Personnel adaptations in the Civil Service; Administrative practices and personnel adaptations; and Federal career service: potentials for professionalization.

Stromsem, Karl E. and Mitchell Dreese.

Attitudes of NIPA interns toward a career in the Federal service.

Public administration review, vol. 10, no. 4, Autumn 1950, pp. 254-261.

40% of NIPA interns were not in government service in spring of 1949. Major need to be met is to provide a real sense of accomplishment and an opportunity for individual growth and development.

Ullmann, Charles A.

Career development; management internships in the Federal government. Personnel and guidance journal, vol. 36, no. 9, May 1958, pp. 616-622.

Examines current practices in interdepartmental middle management development program sponsored by the U. S. Civil Service Commission. Describes content and methods of the program and evaluates results of the plan.

U. S. Civil Service Commission.

Administrative Intern Training Program. Washington, 1945. 1 v. looseleaf.

Contents: Information for members of the Committee on Administrative Interns; Minutes of the Committee...Assignments...for administrative interns; Announcements of intern programs.

U. S. Civil Service Commission.

✓ Background, history and authority for Management Intern Programs, 1944-1960. Miscellaneous memos, reports and decisions compiled by the Library from material submitted by Office of Career Development. Washington, 1964. 1 v.

U. S. Civil Service Commission.

Appraising management interns in the United States Civil Service Commission. Prepared by Personnel Division. Washington, 1956. 9 pp.

Internship Programs (Cont'd)

- U. S. Civil Service Commission.
Guide for internship training in the Federal service. Washington, U. S. Govt. Print. Off., 1952. 36 pp. (Pamphlet 46)
Recommendations of the Federal Personnel Council Subcommittee on Internship Training in the Federal Government. Lists 13 guiding principles basic to the success of such programs. Section 8 discusses post-internship activities and points the way to other means of executive selection and development.
- U. S. Civil Service Commission.
J. M. A. intern program, June-December 1952. An outline of purpose, organization and methods of development. Washington, 1953. 7 pp., exhibits.
- U. S. Civil Service Commission.
Junior Management Assistant Programs in the Federal civil service. Washington, U. S. Govt. Print. Office., 1954. 30 pp. (Pamphlet 30)
Describes junior management programs in Federal agencies in an effort to show wide range of opportunity that exists in Federal government and nature of training programs that various agencies provide for persons appointed from these examinations.
- U. S. Civil Service Commission.
Junior management careers in the Federal government. Fall 1954 ed. Washington, U. S. Govt. Print. Off., 1954. 15 pp.
General information on the JMA program, and a description of its operations in 14 Federal agencies.
- U. S. Civil Service Commission.
The management intern program of the U. S. Civil Service Commission. Washington, 1962. 3 pp.
Describes the methods of the intern development program which is a part of the career development program, noting the rotation through the four functional units of the personnel division of the central office.
- U. S. Civil Service Commission
Management intern programs; a tool for developing better managers, by Charles A. Ullmann, and Walter F. Bayen. Washington, U. S. Govt. Print. Off., 1957. 40 pp. (Personnel management series no. 11)
Discusses the components of a successful management intern program.
- U. S. Civil Service Commission. 12th Region.
Internship and student training programs by the Joint College Federal Service Council for Southern California. Los Angeles, 1949. 49 pp.
Objectives and advantages of internship programs, and detailed description of programs now in operation in the 12th region.
- U. S. General Services Administration.
Management intern program. A GSA handbook. Washington, 1963. 22 pp. (OFA P 3830.2).

Internship Programs (Cont'd)

U. S. Housing and Home Finance Agency.

The Housing intern program. Washington, 1960. 1 v.

Provides information on the opportunities available for development and promotion.

Willard, Henry M.

Leadership training through an institute of government. Social education, vol. 6, no. 4, April 1942, pp. 172-174.

Describes work of the National Institute of Public Affairs.

Wingo, Otis T.

Internship training in the public service. In Improved personnel in government service. Annals of the American Academy of Political and Social Science, vol. 189, January 1937, pp. 154-158.

Describes background of intern movement and the program of the National Institute of Public Affairs.

Youmans, E. Grant.

Federal management intern career positions. Washington, U. S. Civil Service Commission, 1955. 33 pp.

Study undertaken to determine career patterns of men and women who have participated in management training programs sponsored by U. S. Civil Service Commission. Examines career mobility in terms of movement out of government employment, mobility upward and downward in Federal hierarchy and mobility between types of program activities such as program administration, program specialist, and management staff. Also examines interns' career goals and objectives as a group, together with analysis of career obstacles and career satisfactions.

Youmans, E. Grant.

Federal management intern career patterns. Public personnel review, vol. 17, no. 2, April 1956, pp. 71-78.

Presents information on career mobility, career expectations, and career satisfactions of people who have participated in the management intern training program sponsored by U. S. Civil Service Commission.

Legal Background and History

Brooks, Earl.

In-service training of Federal employees. Chicago, Civil Service Assembly of the United States and Canada, 1938. 74 pp.

Survey of civilian in-service training offered in the Federal departments and independent agencies. Draws conclusions as to the legitimate objectives of this training, and suggests principles of organization and improvements in techniques for its continued advancement.

Legal Background and History (Cont'd)

Clifford, Thomas E.

The training function in the Federal government: 1947-1962. Washington, The George Washington University, 1962. 21 pp.

Devine, John E.

Post-entry training in the Federal service. Chicago, University of Chicago, 1935. 73 pp.

Describes training set-ups in Federal government classified as follows: tuition-supported government schools; concurrent training and working both optional and compulsory; concentrated training in Washington and in the field; training by correspondence; and university training of government employees.

Fardad, Ali.

555 days in Congress [legislative process to enact the Government Employees Training Act lasted 555 days in Congress]. Paper prepared for a course at George Washington University, November 1958. Washington, The Author, 1958. 54 pp.

Kallen, Arthur D.

Training in the Federal service - 170 years to accept. Public administration review, vol. 19, no. 1, Winter 1959, pp. 36-46.

Traces the history of Federal civilian in-service training. Finds the recent Training Act (P.L. 85-507) a firm foundation for future training development.

Kammerer, Gladys M.

Impact of war on Federal personnel administration, 1939-1945. Lexington, University of Kentucky Press, 1951. 372 pp.

Chapter 7, Development of training policies and organization;
Chapter 8, Development of training programs.

History of the use of the "J" courses, Job Instruction, Job Methods and Job Relations Training and a discussion of the Federal Work Improvement Program in the Civil Service Commission.

Moore, Henrietta S.

Employee training in the Federal civilian service: a legal history. Washington, 1958. 36 pp.

Traces legislation, executive orders, and decisions of the Comptroller General which have been related to training government employees.

Murphy, Lionel V.

Attendance of Federal employees for training with special reference to training at educational institutions. Washington, U. S. Civil Service Commission, 1939. 56 pp.

Legal problems of the time and place for training in government, and implications for training as a function of management. List of Comptroller General's decisions and executive orders relating to training.

Legal Background and History (Cont'd)

Murphy, Lionel V.

The Comptroller General and training. Personnel administration, vol. 2, no. 10, June 1940, pp. 16-22.

Legal bases for in-service training in the Federal government and pertinent decisions of the Comptroller General. Chronological development of present interpretations.

Pollock, Ross.

Can government trainers escape their heritage? Journal of the American Society of Training Directors, vol. 16, no. 11, November 1962, pp. 18-24.

Traces historically the growth of training in government and industry. Suggests goals for the next ten years that will aid in breaking the chains of inheritance and open the door to new techniques.

Stockard, James G.

Two decades of Federal training experience. Public personnel review, vol. 22, no. 2, April 1961, pp. 90-92.

Identifies some successes and disappointments in Federal training.

U. S. Civil Service Commission.

Federal personnel manual. Supplement 990-1, Civil service laws, executive orders, rules and regulations. Washington, U. S. Govt. Print. Off., 1963-

Government Employees Training Act, as amended, I-125-134.

U. S. Civil Service Commission.

Historical developments in training. Excerpts from draft copy of annual report. Washington, 1957. 6 pp.

U. S. Civil Service Commission.

The United States Civil Service Commission's part in Federal training. Washington, 1939. 19 pp.

Redraft of plan and policy first submitted as "Proposed definition, plan and scope of the Civil Service Commission's activity in developing the Federal training program." Includes criticisms and comments of government officials, employee groups, and other individuals and organizations.

U. S. Congress. House. Committee on Post Office and Civil Service.

Training of Federal employees. Hearings...85th Cong. 2nd Sess., on H.R. 6001, H.R. 1989, and S. 385, on May 15, June 13, 16, 1958. Washington, U. S. Govt. Print. Off., 1958. 126 pp.

Testimony of Warren B. Irons, Executive Director, U. S. Civil Service Commission, pp. 94-102.

Legal Background and History (Cont'd)

- U. S. Congress. House. Committee on Post Office and Civil Service.
Training of Federal employees. Washington, U. S. Govt. Print. Off.,
1954. 10 pp. (Committee print, 83d Cong.)

Summarizes results of studies with respect to training of Federal employees outside of government and within government. Studies indicate that "lack of a comprehensive training program represents a serious weakness in the administration of the Federal civil service."

- U. S. Congress. Senate. Committee on Post Office and Civil Service.
Subcommittee on Federal Manpower Policies.

Training and education in the Federal government. Report with conclusions and recommendations.... Washington, U. S. Govt. Print. Off., 1953. 24 pp. (S. Doc. 31, 83d Cong.)

Partial contents: Training of civil-service personnel, including in-service training and training in non-Federal facilities.

Young, Philip.

Statement of training policy issued by direction of the President, January 11, 1955. 1 p.

Provides for strengthening of existing in-government training programs and the establishment of new ones....

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Notes on Additional Sources

(1) The basic legal document outlining the framework for training in the Federal government, is the Government Employees Training Act. The legislative history of this Act has been compiled and is available in the U. S. Civil Service Commission Library.

(2) The Library has complete sets of the "J" courses: Job Instruction, Job Methods and Job Relations Training.

(3) A set of Federal Works Improvement Program material is also available in the Civil Service Commission Library.

(4) For the yearly report on agency training activities see the annual reports of the Civil Service Commission since 1959.

(5) For additional references to activities prior to the Federal Employees Training Act consult the Bibliography of Public Personnel Administration Literature, 1949, and its Supplements, compiled by the U. S. Civil Service Commission Library.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING

Bienvenu, Bernard J.

What kind of training for tomorrow? Personnel, vol. 8, no. 6, November-December 1961, pp. 8-17.

In view of recent and rapid changes in industrial processes a critical re-examination of the training function is in order. Alterations in skill requirements, making the physical realm subordinate to the intellectual, have outdated some former assumptions. Training will not cure all ills, orientation should not be confused with development of executives, human relations training may be definitely hazardous. Urges training concerned with flexibility and adaptability and with the development of conceptual skill, imagination and judgment. Makes recommendations on how the new training might be developed.

Suchanan, Paul C.

The function of training in an organization; using a model or conceptual framework approach to personnel development. Journal of the American Society of Training Directors, vol. 14, no. 4, April 1960, pp. 53-63.

Presents conceptual framework for planned social change with training viewed as one aspect of this change. Provides answers to questions regarding the function of training, goals the program should have, and the methods that should be used.

Ewing, Russell H. and Nadine R. Ewing.

Training and development policies. Training directors journal, vol. 19, no. 6, June 1965, pp. 28-30.

What training policies determine, their purpose, need formulation, and classification.

Fessenden, Frank J.

Some training concepts. Journal of the American Society of Training Directors, vol. 15, no. 10, October 1961, pp. 28-30.

Theorizes that the main function of the training man is to help managers manage. Discusses training through the manager and developing a group of managers through first establishing a common background of knowledge regarding the manager's job.

Ginzberg, Eli.

The make-up of the work force of the 1960's challenges the training director. Journal of the American Society of Training Directors, vol. 15, no. 7, July 1961, pp. 43-44, 46-48, 50-53.

Explores framework in which training takes place in this country, notes major manpower trends and their policy implications for training, and calls attention to broader involvements.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Harger, Howard E.

Memo to Mr. Executive; subject: how training can help you. Journal of the American Society of Training Directors, vol. 15, no. 3, March 1961, pp. 22-28.

Attempts to identify what training really is, and why training utilization is growing in industry. Presents a sound training approach, steps in organizing sound training programs, and the proper environment for maximum training benefits to the executive.

Kirkpatrick, Donald L.

The most neglected responsibilities of the training department. Journal of the American Society of Training Directors, vol. 13, no. 4, April 1959, pp. 32-35.

Lists and discusses three duties of the training department which are usually neglected: (1) informing managers of available training opportunities and encouraging participation; (2) stimulating on-the-job use of information and techniques learned in training programs; (3) evaluating training programs and making use of findings.

Lerda, Louis W.

Performance-oriented training. Journal of the American Society of Training Directors, vol. 15, no. 11, November 1961, pp. 3-13.

Considers such topics as what is our goal? How should we operate? Where do we go from here? Why train? A training philosophy.

Loen, Ernest L.

What's wrong with the training profession? Journal of the American Society of Training Directors, vol. 17, no. 1, January 1963, pp. 37-45.

Considers major points of training philosophy.

Longley, Julian M.

Selling training as a management function. Journal of the American Society of Training Directors, vol. 13, no. 2, February 1959, pp. 39-41.

Presents the brief that the objectives of training and management are the same. Therefore, where necessary, training directors should make a determined effort to sell training to management.

Mitchelson, Theo K.

Gaining acceptance for training from management and trainee. Personnel administrator, vol. 5, no. 2, April-May 1960, pp. 33-36.

Suggestions for involving management in training activities before, during, and after the program in order to gain greater acceptance for training in the future. Points out that gaining acceptance centers around the principle of getting management more involved in training activities so that better understanding can develop.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Mobley, L. R.

The development of human resources in business. University, Alabama, University of Alabama, Extension Division, 1957. 15 pp.

States that human growth depends upon self-development primarily and that in business organizations the extent to which self-development contributes to growth is determined by the effect of four environmental influences--the boss, the job, formal courses and outside experiences and the way in which they are brought to bear upon the individual. Discusses each of these influences in specific terms.

Odiorne, George S.

Training for profit. Journal of the American Society of Training Directors, vol. 15, no. 7, July 1961, pp. 7-18.

Considers three lines of thought that may lead to resolving management's reluctance to follow consistent policies in personal development of employees. They are (1) an economic theory of training, (2) investment in human capital, and (3) tighter planning of training.

Rahdert, Karl G.

A philosophy of personnel development. Business horizons, vol. 3, no. 4, Winter 1960, pp. 46-53.

States a philosophy of personnel development, establishes a framework within which development activities may be inter-related, and provides a structure by which management can set up goals for personnel development program and to which it can relate specific development activities.

Rhodes, Harold P.

Evolving models of education for progress. Training directors journal, vol. 19, no. 8, August 1965, pp. 2-11.

Examines the six component parts of any program to improve performance and prepare employees for advancement. Maintains that we need creative training that will challenge, guide and encourage.

Should the training function be located within the personnel office, or should it report directly to management? Personnel administration, vol. 24, no. 4, July-August 1961, pp. 57-60.

Provides opinions from persons associated with government, industry, and a university.

Stover, Carl F.

Observations on the philosophy of training. Training directors journal, vol. 18, no. 8, August 1964, pp. 51-54, 56-58.

Author describes three functions of a philosophy but states that he cannot accept ideas intrinsic in a "philosophy of training." He argues that such a philosophy will not work because, among other reasons, it subordinates man to technique. Suggests that a philosophy of education replace the philosophy of training.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Walrath, Donald C.

S systems approach to the training program. Training in business and industry, vol. 2, no. 1, January/February 1965, pp. 22-24.

It is logical to utilize a systems approach to training in order to bring the training program into harmony with the other activities of the organization and training requirements and procedures into relationship with the set-up of the organization as a whole. Examines factors to consider in setting up a training system, including costs, needs, and methods.

Watts, Gordon S.

A philosophy of industrial training. Journal of the American Society of Training Directors, vol. 12, no. 12, December 1958, pp. 28-31.

Theorizes that industry has a responsibility for the training and development of its employees.

Wright, J. Malcolm.

Does your organization have a philosophy of training? Journal of the American Society of Training Directors, vol. 14, no. 12, December 1960, pp. 36-41.

Author argues that one reason for lack of success in many areas may lie in the failure of training or management people to establish an organization-wide philosophy of training and development. He suggests ways of developing such philosophy, and tells how outside factors can contribute to its greater acceptance.

Wright, Moorhead.

How do people grow in a business organization? Ten principles which emerged from a research study. New York, General Electric Company, 1958. 19 pp.

Results of research project at General Electric Company designed to "study the basic factors involved in the development of people and recommend a course of action for the Company". From relevant data secured, ten principles were derived which appear to be useful guides in approaching the development process. Each is briefly discussed here.

Article with similar content appears in Supervisory Management, vol. 6, no. 3, March 1961, pp. 2-6.

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NOTES ON ADDITIONAL SOURCES

- (1) For references to training in a special area see: Kreps, Juanita M. and Ralph Lowe, Training and retraining older workers. New York, National Council on the Aging, 1965. 22 pp.
- (2) Another useful bibliography on training; Mesics, Emil A., Training and education for manpower development. Ithaca, New York, School of Industrial and Labor Relations, Cornell University, 1964. 99 pp.
(Bibliography series no. 7)

ORGANIZATION FOR TRAINING

Qualifications, Responsibilities and Status of the Training Staff

American Society for Training and Development.

Professional standards for training officers. Washington, 1965.
58 pp.

Based on a literature search as well as on answers to questionnaires sent to 500 ASTD members responsible for in-service employee training, this report explores the dilemma of specialized vs. broad competencies for training and concern with over-specialized education for management education for management functions. It scans previous considerations of professional standards for training and current study of competencies. Concludes that while more experimentation and research are needed before valid standards can be established, there is a great deal that can be done at the present time. Makes recommendations. Contains bibliography.

Baldwin, Harold.

The job of a training director. Journal of the American Society of Training Directors, vol. 10, no. 4, July-August 1956, pp. 8, 22.

One man's opinion of what the training director's job entails.

Belman, Harry S., and John E. Bliet.

The head of the training function. Journal of the American Society of Training Directors, vol. 13, no. 2, February 1959, pp. 42-53.

This second report from the Survey of the Status and Functions of Training Departments in Business, Industry, and Government relates to the position of head of training. It reports on titles assigned to the trainer, his duties, his superior officers, and the accuracy of his job description.

Belman, Harry S. and John E. Bliet.

The internal organization of the training function. Journal of the American Society of Training Directors, vol. 13, no. 9, September 1959, pp. 26-30.

Covers how a training unit is staffed, what subdivisions are currently found in such units or departments, what they are called, what purposes they serve and how many are employed.

Belman, Harry S. and John E. Bliet.

Job opportunities and status of training personnel. Journal of the American Society of Training Directors, vol. 14, no. 5, May 1960, pp. 40-50.

Report no. 6 of a Study of the Status and Functions of Training Departments in Business, Industry, and Government.

Examines promotion and transfer opportunities, and financial standing of training people.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Belman, Harry S. and John E. Bliet.

The nature of current training function activities. Journal of the American Society of Training Directors, vol. 5, no. 2, February 1961, pp. 31-46.

Final report of the series "A Survey of the Status and Functions of Training Departments in Business, Industry, and Government". Data are reported numerically and with interpretations. They cover persons responsible for determining training needs, objectives of training functions, training function and management development, types of training, and maintaining activities. Evidence points up the fact that there is greater need for the study of training function activities, personnel and relationships.

Belman, Harry S.

Premises underlying the establishment of professional standards in the field of training. Journal of the American Society of Training Directors, vol. 14, no. 11, November 1960, pp. 9-11.

Belman, Harry S.

Professional standards for training personnel. Journal of the American Society of Training Directors, vol. 8, no. 6, November-December 1954, pp. 1-4.

Presents thinking of Committee on professional standards of American Society of Training Directors in setting up standards for training personnel. Explains which elements must be present in order to classify training as a profession, examines capacities which may be expected of a competent training person, and lists goals toward which the training function should be aimed.

Bescoby, Isabel.

Are trainers growing up? Journal of the American Society of Training Directors, vol. 12, no. 5, May 1958, pp. 34-36.

The author thinks there are indications that trainers are maturing. Growth of self confidence and acceptance by management and workers are examples cited.

Budros, J. L.

"Mr. Manager of training" (Organizing for training in the sixties). Journal of the American Society of Training Directors, vol. 16, no. 3, March 1962, pp. 12-16.

Examines the training director of today and points out requisites for the successful director of tomorrow.

Casstevens, E. Reber.

The training director's job. Training directors journal, vol. 19, no. 7, July 1965, pp. 18-20.

The job of the training director is changing. It calls for more managing and less practicing. The director now should be "...a change agent, a policy molder, a planner, an effective management consultant."

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Christensen, W. C.

Tomorrow's training director. Journal of industrial training, vol. 7 no. 6, November-December 1953, pp. 5-8, 42.

Cunningham, J. W.

Enlargement and professionalization of the training function. Journal of the American Society of Training Directors, vol. 14, no. 6, June 1960, pp. 11-15.

Briefly reviews training history during past 25 years, and explains increase in emphasis on management training as being due to different requirements of management jobs on various levels and dynamic conditions of management jobs. Leads up to importance of training director, his duties and responsibilities, and stresses that he should "belong to management."

Damerell, Loretto.

Who wants a training job? Journal of the American Society of Training Directors, vol. 14, no. 1, January 1960, pp. 36-39.

Points out rapid changes in job concepts and organizational structures and how they will affect the job of the training director in the future.

Devine, Donald W.

The critical requirements for training directors. Philadelphia, University of Pennsylvania, School of Education, 1962. 231 pp.

Proposes "... (1) to determine the nature of the effective and ineffective critical behaviors of training directors as reported by training directors and their superiors; and (2) to determine the training director job requirements that may be formulated from an analysis of the report of critical behaviors." This study should supplement and improve current job analysis by indicating importance of behaviors or qualifications, and point out major difficulties, and suggest responsibilities and methods of meeting them.

Devine, Donald W.

What to look for in selecting a training director. Personnel, vol. 41, no. 2, March-April 1964, pp. 57-61.

Draws profile of good training director and offers guidance on how to identify him.

Gardner, Neely D.

Mr. Training Director -- his job. Journal of the American Society of Training Directors, vol. 14, no. 8, August 1960, pp. 16-23.

Gemuenden, Herman J.

Training instructors for industry. Journal of industrial training, vol. 5, no. 6, November-December 1951, pp. 17-21, 36.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Guyon, Richard.

Survey of the training director. Journal of industrial training, vol. 4, no. 1, January-February, 1950, pp. 14-23; vol. 4, no. 2, March-April 1950, pp. 8-12, 14-15.

Hurtatado, Tomas L. P.

What management expects of training advisors. Training directors journal, vol. 18, no. 6, June 1964, pp. 29-31.

Presents guidelines on what training directors should be, know, and do, and amplifies these statements by way of explanation.

Jorge, Ligaya.

The training officer in the national government. Philippine journal of public administration, vol. 8, no. 3, July 1964, pp. 202-214.

The professional training officer is an essential ingredient of a successful training program in an organization. Discusses his three-fold role; staff assistance to line management, conducting centralized training and performing other service activities, and building, maintaining and expanding management support and employee participation. Considers his hierarchical location, his status for effective relationships, his qualifications, competence, and incentives.

Levering, Richard L.

Newcomer's views on professionalism. Journal of the American Society of Training Directors, vol. 14, no. 11, November 1960, pp. 40-42.

Discusses two questions: Does industrial training qualify as a profession? Do we want industrial training recognized as a profession?

Lippitt, Gordon L. and Leslie This.

Is training a profession? Journal of the American Society of Training Directors, vol. 14, no. 4, April 1960, pp. 3-10.

Reviews various criteria attributed to a profession, suggests body of specialized knowledge needed to build training into a profession, and presents characteristics trainer should have. Authors believe planned efforts should be advanced to lead training to professional status.

Livingston, Robert T.

New horizons for training directors. Journal of the American Society of Training Directors, vol. 14, no. 3, March 1960, pp. 16-25.

Sees the training job as a four-fold program: training, educating, developing, and intercommunicating, with emphasis on the last which the author examines and explains in greater detail.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

McNamara, David C.

The professional qualifications of a trainer. Journal of the American Society of Training Directors, vol. 15, no. 6, June 1961, pp. 30-34.

Points out how the training director meets the requirements of a profession; a further requirement demands that as a professional the trainer should be able to accept change.

Mahler, Walter R.

A critical look at training in American industry; the present role of the training director and his future. Journal of the American Society of Training Directors, vol. 16, no. 12, December 1962, pp. 3-10.

Critique of training in American industry provides some indication of current conditions. Reasons why these conditions exist are analyzed, challenges facing training directors in the 1960's are identified and suggestions on how these challenges are to be met are submitted.

O'Donnell, Cyril.

Training implications of the national need for managers. Training directors journal, vol. 18, no. 8, August 1964, pp. 42-43, 46-48, 50-51.

Noting the coming need to train more and more managers, the author presents points to consider by both professional outside training activity and in-house training director. The latter will want to concern himself with his organization, his philosophy of management training, and the basic principles of training.

Podnos, Ira.

The need for fewer specialists. Personnel journal, vol. 44, no. 6, June 1965, pp. 301-302.

Members of the staff of the Training Division of the City of Chicago's Civil Service Commission are highly competent technicians, not specialists; yet they make up a very effective organization. Their Assistant Director of Training questions whether the arrangement is not preferable to a staff of specialists with limited outlook.

Prien, Erich E. and David R. Powell.

A study of the training director's functions. Journal of the American Society of Training Directors, vol. 15, no. 4, April 1961, pp. 12-17.

"The objectives of the present study were to: (1) identify the job factors which both training directors and their superiors believe to be functions of the training directors' job; and (2) determine the difference in emphasis placed on the job factors by the training director and his superior."

Profile of the training director. Educational executives' overview, vol. 3, no. 5, May 1962, pp. 36-38.

Describes the background of typical members of the American Society of Training Directors and their current status at opposite ends of the salary-status scale. Discusses the challenges facing training directors in the areas of identification, need to raise efficiency levels of workers and colleagues, economic pressures, and technological changes.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Reeve, David F.

A survey of duties and responsibilities of training personnel in business and industry. *Journal of industrial training*, vol. 7, no. 5, September-October 1953, pp. 4-35.

Sartorius, Harvey A.

The rise and fall of the training director. *Journal of the American Society of Training Directors*, vol. 13, no. 4, April 1959, pp. 16-22.

Discusses the role of the manager, training director, and consultant in the training program.

Shout, Howard.

A code of standards for professional training people. *Journal of the American Society of Training Directors*, vol. 10, no. 6, November-December 1956, pp. 4-5, 52-53.

Silvern, Leonard C.

Change in the training director's job. *Journal of the American Society of Training Directors*, vol. 15, no. 2, February 1961, pp. 24-25.

Extract from a speech to the Personnel Management Association of San Diego. Traces the development of training from 1900 through 1960 and predicts that by 1965 the "management developer" and the "customer trainer" will be autonomous.

Silvern, Leonard C.

Professionalization of training.... the MS in training administration, *Journal of the American Society of Training Directors*, vol. 15, no. 8, August 1961, pp. 29-32.

Proposal for development of an MS program in training administration. Includes an example of curriculum for the degree program.

Stephens, Winston B.

The training specialist: his job and its techniques. Washington, Society for Personnel Administration, 1940-1941. 65 pp.

Detailed study of the responsibility for various phases of the training program, with particular emphasis on the functions and relationships of the training specialist.

Stockard, James G.

Earmarks of the modern training specialist. *Personnel administration*, vol. 24, no. 6, November-December 1961, pp. 36-38.

The modern training specialist is (1) An advisor and counselor, (2) Broker who deals in facilities for training (3) A resource man who has an inventory of training aids, quarters and experts, (4) An innovator engaged in streamlining work methods and in management engineering, (5) A stage manager frequently seen on panels or in conferences, and (6) An architect of benchmarks.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Strathern, Wallace G.

The professional attitude for trainers. Journal of the American Society of Training Directors, vol. 14, no. 6, June 1960, pp. 34-36.

Identifies characteristics of the true professional and suggests means for developing a professional attitude.

Tait, Walter, E. C. Keachie and L. B. Riley.

Survey of the training director. Journal of industrial training, vol. 5, no. 1, January-February 1951, pp. 20-31.

Compares training director characteristics in the San Francisco Bay area to the nationwide sample published in 1949 by Richard Guyon in the Journal of industrial training.

Watters, T. A.

The full dimension of the training job. Journal of the American Society of Training Directors, vol. 16, no. 11, November 1962, pp. 4-8.

In exploring psychologic understanding in personnel development, a psychiatrist comments on personnel management, personnel selection, the skill of understanding, the meaning of work, and the role of the training director.

Wilkinson, James E.

What industry expects of its training director. American Society of Training Directors journal, vol. 10, no. 2, March-April 1956, pp. 11-13, 59-61.

Increased opportunities for skilled workers points up the need for training programs. Article pictures type of training directors needed to cope with rapid technological advances of industry and ever increasing need of more skilled men.

Developing and Evaluating the Instructor

Angell, David, James W. Shearer and David C. Berliner.

Study of training performance evaluation techniques. Port Washington, N. Y., U. S. Naval Training Device Center, 1964. 74 pp. (Technical report: NAVTRADEVCEEN 1449-1)

"The report discusses performance evaluation in the training environment, specifically in training situations involving the use of simulators and other complex training equipment. The important variables involved in developing a system of performance evaluation are seen as (1) types of behaviors, (2) types of measures or mensural indices, and (3) types of instruments for recording performance.... An illustrative application of an automatic training/evaluation system is given."

Includes summary of current Navy proficiency-evaluation methods.

Developing and Evaluating the Instructor (Cont'd)

Bell, N. W.

A new approach to the training of trainers. *Journal of industrial training*, vol. 7, no. 6, November-December 1953, pp. 9-12, 43-44.

Training course aimed to help trainers do a better job.

Belman, Harry S.

Developing trainers for productivity and profit. *Training directors journal*, vol. 18, no. 8, August 1964, pp. 25-31.

States that basis of trainer's job rests on productivity and profit and says that he must be cognizant of all phases of organization activities. Chief elements in a consideration of the training function include (1) frame of reference, (2) materials such as people, ideas, and training aids, (3) duties and responsibilities, and (4) tools, among which are the technical, human and conceptual. Concludes with reference to professional standards and with a description of an effective trainer.

Belman, Harry S.

Measuring the effectiveness of the training director. *Training directors journal*, vol. 17, no. 5, May 1963, pp. 6-8.

Maintains that the services and value of a training director's activities should be measured not only quantitatively but that his performance should be judged from a number of different angles. Suggests questions that should be asked in order to measure the intangibles of a training director's contribution.

Chandler, H. Ervin.

Job rotation for trainers. *Journal of the American Society of Training Directors*, vol. 15, no. 5, May 1961, pp. 54-56.

De Santo, John F.

The key man. *Training directors journal*, vol. 19, no. 7, July 1965, pp. 14-17.

Of all the elements of a training program, the instructor is the most vital. He must know his field, have teaching ability, and an attractive teaching personality (enthusiasm, a sense of humor, etc.).

DuBrin, Andrew, H. H. Remmers and Harry S. Belman.

Evaluating industrial trainers. *Journal of the American Society of Training Directors*, vol. 12, no. 3, March 1958, pp. 18-20.

Indicates the validity of the Trainer Performance Indicator as a means of evaluating trainers. Describes its operation and gives results of a survey showing its reliability.

Developing and Evaluating the Instructor (Cont'd)

Frank, H. E.

Training the trainers. Personnel management, vol. 47, no. 371, March 1965, pp. 3-4.

Tells of experimental courses for trainers in 1963 and 1964 run by the British Association for Commercial and Industrial Education together with several institutes and with the support of the Ministry of Labour and the Department of Education and Science. Also describes training courses for trainers and the students at the Bristol College of Science and Technology. Impetus for these courses results from the Industrial Training Act which establishes boards responsible for training in industry and makes grants to industry to the extent that the training they provide meets a standard set up by the Board.

Lysaught, Jerome P.

A survey of industrial training-for-trainers. Training directors journal, vol. 18, no. 1, January 1964, pp. 3-11.

Reports results of survey of seventeen major corporations on selection, training and evaluation of trainers.

Michigan, University. School of Education.

Helping teachers change their behavior. Ann Arbor, 1963. 163 pp.

Describes an in-service training project which uses sound filmstrips, interaction analysis, and self-directed experimentation.

Nadler, Leonard.

A study of the needs of selected training directors in Pennsylvania which might be met by professional education institutions. Ann Arbor, Mich., University Microfilms, Inc., 1963.

Examines tasks of training directors and "know-how" necessary to perform them. Concludes that most needs can be met by professional education institutions but recommends 1, further research on courses now offered, and 2, meeting of training directors with professors in order to clarify needs of the former.

Ed. D. dissertation, Columbia University, 1962.

Abstracted in Dissertation Abstracts, vol. 24, no. 2, August 1963, pp. 601-602.

Starrfield, Harold E.

Who trains the trainer? Journal of the American Society of Training Directors, vol. 11, no. 5, September-October 1957, pp. 31-34.

Developing and Evaluating the Instructor (Cont'd)

Tracy, William R.

Do instructors need first-hand rating? Training in business and industry, vol. 2, no. 3, May-June 1965, pp. 26-32.

One of the major responsibilities of the training supervisor is to improve instruction. Classroom visitation is a valuable technique for judging it. Sets forth principles of evaluation, procedures for classroom visitation and for the follow-up conference. Presents a rating scale containing specific, observable traits - a necessity for valid appraisal.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

Ball, John.

Training and research, no. 8, (newsletter). Training in business and industry, vol. 2, no. 5, September-October 1965, pp. 31-34.

Comment on the many factors operating in each individual in the field of motivation, and explanation of the forces by which a trainee is involved and committed to a training program - or anything else.

Bare, Ivan L.

Training program development processes. Journal of the American Society of Training Directors, vol. 12, no. 3, March 1958, pp. 24-28.

Defines program development as the intermediary link between determination of the need and presentation of the developed program in the training process. Describes a nine-step method for program development.

Bass, Bernard M. and James A. Vaughan.

The psychology of learning for managers. Chicago, American Foundation for Management Research, 1965. 109 pp.

Attempts to summarize the most relevant findings from the behavioral sciences concerning the processes of learning and teaching in relation to management development.

Bates, Robert P.

A broad brush plan for personnel development. Journal of the American Society of Training Directors, vol. 12, no. 4, April 1958, pp. 42-46.

The Broad Brush Plan is a concept which seeks to bring together all major factors that affect the development of people, thus providing new and better insight into the problem of personnel development. Explains the plan and presents a flow chart showing the hypothetical development of an individual throughout his career.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Baum, Harold J.

Useful job training criteria for small plants. Training directors journal, vol. 19, no. 3, March 1965, pp. 20-30.

A well-planned program of skills training of line employees can help to improve a company's product. Specific criteria as to goals, policies, proficiency standards, program planning and coordination are necessary as well as an analysis of needs at the work task level. Emphasizes staffing, scheduling, selection of employees for the training program, follow-up and progress measurement criteria. In short, everything that must be considered when planning a training program. Includes a self-imposed diagnostic review to be used by a manager before authorizing a training course.

Brown, Milton.

Job training and a shoestring. Public personnel review, vol. 25, no. 2, April 1964, pp. 119-123.

How Fort Lauderdale succeeded, with very little cash outlay, in establishing program for training new employees and raising efficiency of old employees so that better personnel utilization is the result. Courses and reading lists cover supervisory training, instruction for equipment operators, and executive development. Concludes with case history and summary of suggestions for personnel directors in other cities.

Brunton, Robert L.

A manual for municipal in-service training. Chicago, International City Managers' Association, 1960. 40 pp.

Contents: The importance of training; Organizing for training; Methods of instruction; The conference method and the discussion leader; Visual aids; and Evaluation and follow-up.

Burns, Mitchel.

Can management face the truth about training? Personnel administration, vol. 22, no. 3, May-June 1959, pp. 42-45.

Suggests "a full return to training discipline, school-type quizzes, redesigned for the adult mind; a return to brief and direct presentations of course content without necessarily elaborate aids... and the type of support from top management that insists on having its line of supervision apply policies underlined in training."

Busse, Frank A.

Make the most of your manpower. Part 2: training. Supervisory management, vol. 4, no. 6, June 1958, pp. 15-20.

Suggestions for effective training include an induction process, on-the-job instruction, and continuous follow-up teaching of both skills and the application of thinking ability to the job.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Button, William H.

✓ Employee training in small business organizations. Ithaca, New York State School of Industrial and Labor Relations at Cornell University, 1964. 43 pp. (Bulletin 52)

Guide to establishing training activities. Discusses objectives, policy, and needs; supervisor and training; principles of learning and steps of job instruction; and evaluation.

Caldwell, Lynton K.

Improving the public service through training. Washington, U. S. Agency for International Development, Public Administration Division, 1962. 129 pp.

Explains function of training in present day government and offers principles and concepts fundamental to extension of human resources necessary for national development. Emphasis is on training in its broad sense, which includes learning and education, rather than on techniques.

Contents: Training--key to national development; The training element in administration; Determining training needs; Organizing training facilities; Utilizing training methods and materials; Building support for training; Measuring and evaluating training effectiveness; Educational resources for public service training; Technical assistance in public service training; Selective guide to information on training.

Cassels, Louis.

Eight steps to better training. Nation's business, vol. 49, no. 3, March 1961, pp. 40-41, 90, 92-93.

Provides insight into the way adults learn and demonstrates the implications for improved training.

Castle, Lynn E.

Understanding the individual learner. Supervisory management, vol. 3, no. 4, April 1958, pp. 8-15.

Shows how the successful instructor will try to understand individual learners rather than sort them into stereotyped groups. Notes some hindrances to understanding people and suggests ways to study the individual so that his training will best meet his needs.

Civil Service Assembly of the United States and Canada.

Employee training in the public service; a report submitted to the Civil Service Assembly by the Committee on Employee Training in the Public Service, Milton Hall, Chairman. Chicago, 1941. 172 pp.

Claros, Thomas S.

Tailor-made training at little or no cost. Public personnel review, vol. 25, no. 4, October 1964, pp. 225-227.

Training director in Connecticut State Department of Personnel explains how a state agency can plan inexpensive training program by using training talent available locally.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Coleman, Charles J.

A basic program for employee development. Personnel, vol. 39, no. 2, March-April 1962, pp. 17-25.

Urges integrating the development program with the organization's over-all plan for the future. States that development is (1) the responsibility of the individual and his immediate superior and (2) the clue to development is in the organization's climate of basic policies and practices rather than in elaborate developmental techniques. Notes that areas which require attention are external conditions affecting the company's future, the personnel inventory, employment, wage and salary administration, training, appraisal, and communications.

Cook, Edward M.

Tips on better training. Journal of the American Society of Training Directors, vol. 14, no. 8, August 1960, pp. 45-48.

Basic principles that every trainer might try to observe.

David, Harry D.

Upgrading office skills. Part I, The problem of perspective; Part II, The problem of skill building. Training directors journal, vol. 19, no. 2, February 1965, pp. 32-41.

In general, office and clerical workers do not appreciate the importance of their roles. A series of structured conferences might lead to a better understanding of their part in the organization, a positive attitude toward their jobs and greater productivity.

Skill levels tend to deteriorate on the job to minimum standards used in hiring office employees. They might be built up through both internal and external resources. Probably most effective is the pressure learning course conducted on company premises and on company time.

DePhillips, Frank A., William M. Berliner, and James J. Cribbin.

Management of training programs. Homewood, Ill., Richard D. Irwin, Inc., 1960. 469 pp.

Considers problems of training profession within the frame of reference of the theory and practice of management.

Contents: I, Management functions and training problems; II, Training-learning procedures; III, The organization and administration of training programs; and IV, Training evaluation and research.

Dowling, Fred.

A sense of form, or how to begin a training program. Training directors journal, vol. 17, no. 3, March 1963, pp. 54-56.

Suggests adding to the problems approach some verbalization and physical activity to stimulate interest and put trainees at ease.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Emerson, Lynn A.

How to prepare training manuals; a guide in the preparation of written instructional materials. Albany, N. Y., State Education Department, University of the State of New York, Bureau of Vocational Curriculum Development and Industrial Teacher Training, 1952. 356 pp.

Presents basic principles and practices in the light of both educational principles and typographical aspects. Gives detailed instructions with many illustrations.

Engel, Herbert.

A practical guide to on-the-job training. Albany, New York Department of Commerce, 1958. 26 pp. (Small business bulletin, no. 3)

Six steps in an on-the-job training program cover; What will be taught the trainee? Where will this training be given? Who will be responsible for giving the training? When will training be given? How long will each part take? How will the complete course be given?

Engel, Herbert M. and Frank X. Steggert.

Strategy and tactics: presenting people in programs. Albany, New York State Department of Civil Service, n.d. 6 pp.

Advice to training director on how to suit his program to "... his organization's climate and probabilities of acceptance," with emphasis on effective use of people in his programs. Considers obtaining instructors, question of paying them, etc.

Gunnells, J. H.

New trainees cannot carry the training program. Personnel journal, vol. 43, no. 5, May 1964, pp. 243-245.

Stresses importance of company responsibility to trainees and says that someone should (1) describe realities of life on the job, (2) brief new employees on personnel policies, program and procedures, (3) explain responsibilities, (4) follow up with coordinated plan for assisting progress, and (5) actively supervise company training plan.

Hall, Milton.

Six ways to speed employee learning. Supervisory management, vol. 9, no. 11, November 1964, pp. 18-21.

Methods of improving speed and quality of learning include explaining purpose, meaning, and importance of information provided.

Halsey, George D.

Training employees. New York, Harper, 1949. 263 pp.

Handbook for either the operating or staff executive with training responsibilities, containing practical information and descriptions of actual situations.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Hardman, William E.

In-plant training. Waterford, Conn., National Foremen's Institute, 1963. 149 pp. (Complete management library, vol. 21)

Offers guidelines on training and development of personnel on all levels. Begins with survey of needs and discussion of methods and closes with chapter on various methods for evaluating training.

Herriott, W. Phil.

Training: do you know your goals? Supervisory management, vol. 9, no. 6, June 1964, pp. 10-12.

Poses questions supervisor should answer while planning training program, and advises him to remember that every training course has a starting point, and a finishing point and that every job has an acceptable level of performance.

Hier, E. T.

Specific results from training require specific planning and action. Journal of the College and University Personnel Association, vol. 13, no. 2, February 1962, pp. 35-39.

Expresses the training program in terms of military tactics:

- (1) Find the enemy - (The problem); (2) Fix the enemy - (The plan);
- (3) Fight the enemy - (Actual training); (4) Finish the enemy - (Checking results).

Huneryager, S. G.

The psychological basis of effective training. Training directors journal, vol. 18, no. 6, June 1964, pp. 3-7.

Stresses psychological base of training and reviews psychological conditions for effective training such as training group concept, importance of organizational environment, and need for trainees' ego-involvement. Also emphasizes fundamental role of trainer as controlling factor.

Hunt, William H.

The continuing responsibility of the trainer. Training directors journal, vol. 17, no. 4, April 1963, pp. 22-23.

Declares that training programs need and deserve periodic follow-up, that is, maintenance or "customer service."

Kellogg, Marion S.

Help them capitalize on their strong points. Supervisory management, vol. 6, no. 11, November 1961, pp. 16-19.

Departmental efficiency may depend upon re-directing employee development according to these three principles: (1) Concentrate on strengths instead of weaknesses; (2) Relate development closely to the worker's daily activities; (3) Give the employee positive feedback on his performance, and "do it now."

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Kight, Stanford S.

Learning is more than doing--the challenge of design in training for maximum learning. *Journal of the American Society of Training Directors*, vol. 15, no. 7, July 1961, pp. 61-66.

Discusses the challenge of structure in training. Emphasizes that it is quality not quantity of experience that contributes to learning. Points out that optimum learning condition will result in inquiring rather than defensive behavior when the trainer learns his trade, knows and uses the principles of the learning process, and stops apologizing for time and money spent in developing the industry's most important resources.

King, David.

Training within the organization; a study of company policy and procedures for the systematic training of operators and supervisors. London, Tavistock Publications, 1964. 274 pp.

A guide to practicing management concerned with company training. Case material is drawn largely from author's experiences as a consultant in Norway.

Knaus, E. L.

An approach to staff training. *Public administration (Australia)*, vol. 20, no. 3, September 1961, pp. 232-239.

Defines staff training as guiding the work experience of one or more persons toward the desired standard of excellence, usually in a face-to-face situation. Lists key points for use in a staff development project: job performance assessment and the use of staffing charts, job specifications, vacancy and replacement tables, and training for individual needs. States that although training may be the responsibility of a university, staff college, training officer or management, the greatest responsibility rests with management.

Lazarus, Sy.

Don't make a production out of training. *Supervisory management*, vol. 8, no. 1, January 1963, pp. 22-26.

How to train informally without being an "instructor," and examples of how not to proceed.

Lerda, Louis W. and Leslie W. Cross.

Performance-oriented training--program development. *Journal of the American Society of Training Directors*, vol. 16, no. 5, May 1962, pp. 14-22.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Lerda, Louis W. and Leslie W. Cross.

Performance-oriented training--program implementation. Journal of the American Society of Training Directors, vol. 16, no. 6, June 1962, pp. 22-29.

Discusses the role of the training director in obtaining the active support and participation of management in setting up a training program, and points out specific areas of his responsibility: pilot groups, training facilities and equipment, preparation of leaders and the instructors, coordination of training activities, and application of newly acquired knowledge. A sample schedule for implementing a program is included.

Lipstreu, Otis.

Problem areas in training for automated work. Training directors journal, vol. 18, no. 11, November 1964, pp. 12-15.

Attention should be directed to special training areas lest old errors be repeated. These problem areas include skill-knowledge gap, need for tests, predicament of older worker, degree and quality of supervisory training, and lack of recognition of women's aptitudes for machine monitorial jobs.

McGehee, William.

Training in business and industry. New York, John Wiley & Sons, Inc., 1961. 305 pp.

Although beamed at the problem of industrial and business training, this text has much to offer the employee development officer in Government. Unlike many training texts it treats the subject in the context of its relation to recruiting, selection, supervision, operations and organization analysis, work methods and procedures--in fact, the whole gamut of management activities.

McLarney, William J.

Management training: cases and principles, 4th ed. Edited and completed by Helen McLarney. Homewood, Ill., Richard D. Irwin, Inc., 1964. 660 pp.

This new edition, as well as being a course in management training for the operating manager and trainee, includes a chapter on the management of professional personnel and more information on human factors in management. Presents job problems through studies, and also methodology of problem-solving techniques.

Miller, Harry L.

Teaching and learning in adult education. New York, Macmillan, 1964. 340 pp.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

National Office Management Association.

A guide to job instruction. Willow Grove, Pa., n. d. unp.

Graphic guide including steps in getting ready to instruct, making a job breakdown, preparing the worker, presenting the job, testing performance, and following through.

Neagle, Kenneth H.

In the thick of it. Training directors journal, vol. 17, no. 3, March 1963, pp. 27-29.

Outlines a program that will relate training to job performance.

New Jersey. Department of Civil Service.

Training instructor's manual. Trenton, 1961. 29 pp.

Contains information on the principles of learning, the lesson plan, organizing the subject matter, duties, etc.

Packard, Russell L.

Are supervisors good instructors? Personnel journal, vol. 41, no. 3, March 1962, pp. 123-124.

Contends that to be a successful instructor one must know the subject, the person to be trained, and the laws of learning.

Discusses twelve applications of these laws. Points out that one of the major weaknesses of communication is inadequate instruction.

Pond, Alfred W.

Telling, showing... doing and learning. Supervision, vol. 22, no. 2, February 1960, pp. 4-6, 12.

Shows how trained and untrained instructors approached a training situation, and comments on importance of a pre-instruction analysis of the job to be taught.

Proctor, John H. and William M. Thornton.

Training: a handbook for line managers. New York, American Management Association, 1961. 224 pp.

Overview of business and industry training based on belief that responsibility for training rests squarely on the line manager; to fulfill this responsibility he must understand theory, techniques and roadblocks involved. Concludes with ten plus one training guidelines.

Appendices include lists of colleges, universities and schools which offer courses in business administration and training, consultant organizations, business, professional and trade organizations, and opportunities for correspondence study.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Rollf, Robert K.

You can't tell anyone anything. Journal of the American Society of Training Directors, vol. 14, no. 6, June 1960, pp. 31-33.

"We can 'set the stage,' 'develop the proper climate'; present ideas in the fanciest form, but until the person we are trying to reach is moved to act by his own pattern of impulses, nothing takes place."

Rose, Homer C.

The development and supervision of training programs, including "The instructor and his job." Chicago, American Technical Society, 1964. 558 pp.

Part 1, "The development and supervision of training programs," concerns fundamentals of supervising and developing programs and takes up such subjects as management functions in a training program, determining requirements, instructor training, and program evaluation. Part 2, "The instructor and his job," discusses basic principles and practical techniques applicable to all training situations. This section was published previously and is available separately as The Instructor and His Job.

Sheriff, Don R.

Guidelines for employee training. Iowa City, State University of Iowa, Bureau of Labor and Management, 1963. 20 pp. (Information series no. 6)

An approach to training which is offered as a model, not a bible and has built-inflexibility. Defines the components of the development process as selection, classroom training, and supervised training, and examines each component in turn.

Smith, Charles D.

The advent of the Kylcystics. Journal of the American Society of Training Directors, vol. 13, no. 5, May 1959, pp. 6-8.

Analyzes the contribution research can make to training needs. Proposes the training director be assisted by a dynamic research team which forms a part of the firm's research and development section and is knowledgeable in training methods.

Steinmetz, Cloyd S.

How to improve classroom training. Journal of the American Society of Training Directors, vol. 15, no. 8, August 1961, pp. 17-21.

Explores five areas in which classroom training can usually be improved: facilities, instructor effectiveness, instruction methods, trainee quality, and recognition of value of training.

Swank, William A.

The training package. Training directors journal, vol. 18, no. 1, January 1964, pp. 19-21

Considers defects of package approach to training and advises that training programs should be devised to meet needs of each organization.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Tanner, T. A.

Can classroom principles be adapted to on-the-job practice? Journal of the American Society of Training Directors, vol. 15, no. 3, March 1961, pp. 57-58.

Thesis is that classroom principles can be successfully adapted to on-the-job practice but that the responsibility rests upon each individual supervisor as to whether it will or not.

Uranek, William O.

Creative problem-solving for planning training. Training directors journal, vol. 18, no. 7, July 1964, pp. 37-39.

Presents basic rules for developing creative approach to planning and administering training program in eleven steps. Some of these steps include use of training committee versed in group ideation, consideration of needs, goals and evaluation techniques, and need to report to management.

Urff, Alfred C. and James S. Winston, eds.

Establishing a training program; selected experiences. New Brunswick, N. J., Rutgers University, Institute of Management and Labor Relations, 1956. 44 pp. (Bulletin no. 3)

Compilation of addresses delivered to the Institute of Management and Labor Relations, Second Annual Management Conference, at Rutgers University, November 18, 1952.

Contents: Supervisory training; Methods and materials for training; A preforeman training program; Human relations training; Mechanical crafts training; Evaluation of management training.

Whitesell, William E. and Joseph T. Peitrus.

Training and learning process. Personnel, vol. 42, no. 4, July-August 1965, pp. 45-50.

Summarizes the prerequisites of an effective training program, identifies principal steps involved in the learning process and considers their implications for training.

Wispe, Lauren G.

A psychologist looks at motivational problems in training. Occupational outlook quarterly, vol. 9, no. 3, September 1965, pp. 13-15.

Manpower Administration psychologist declares that motivational factors may be completely different in people from culturally impoverished childhood homes than from those with middle-class upbringing. Especially significant is the absence or presence of a father. This points up a tremendous need for training in motivation-changing.

DETERMINING NEEDS FOR TRAINING

Bellows, Roger M., M. Frances Estep and Charles E. Scholl, Jr.

A tool for analyzing training needs: the training evaluation check list. *Personnel*, vol. 29, no. 5, March 1953, pp. 412-417.

Describes a check list, covering about 90 aspects of training, which may be used as a tool for assessing training needs.

Bilinski, Robert.

A card-sort-questioning technique applicable to determining training requirements. *Journal of the American Society of Training Directors*, vol. 10, no. 4, July-August 1956, pp. 5-7, 28-30.

Boaz, Robert S.

How to identify training needs. *Journal of the American Society of Training Directors*, vol. 8, no. 2, March-April 1954, pp. 23-25, 89.

Lists some of the problems encountered in trying to identify training needs and discusses general methods followed by many training directors, consultants, and operating executives in off-setting problems of this nature.

Caldwell, Lynton K.

Determining training needs for organizational effectiveness.

Personnel administration, vol. 26, no. 2, March-April 1963, pp. 11-19.

Notes that training needs are most likely to be found when discovered in a general manpower or personnel resources survey. Discusses the survey, use of outside consultants, costs, and relation of training to personnel development.

Duffy, Howard M.

Avoid the "shot-gun" approach to training; survey your needs before you train. *Trained men*, vol. 39, no. 3, 1959, pp. 18-23.

Diagnosis of training needs through careful analysis will result in less expensive and more effective training. Lists and discusses advantages and disadvantages of common methods for determining training needs, and presents a simple inventory form to record training needs on an organizational element basis.

Ewing, Russell H.

Training needs survey check-list. *Journal of the American Society of Training Directors*, vol. 14, no. 1, January 1960, p. 50.

An experimental training need survey conducted by the Department of Mines and Technical Surveys. Staff development and training in the Federal government service, (Canada), bulletin no. 4, January 1964, pp. 32-38.

Report of the results of the survey. Includes copy of the 20-item questionnaire used to determine training needs.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Foster, Jerry F.

Classification of cognitive educational objectives. Training directors journal, vol. 19, no. 7, July 1965, pp. 34-45.

"A programmed article to help trainers determine needs".

Great Britain. Department of Scientific and Industrial Research.

Training made easier. A review of four recent studies. London, H. M. Stat. Off., 1960. 30 pp. (Problems of progress in industry, no. 6)

Presents research findings designed to make it easier to identify the precise nature of needed training and improve the presentation of training.

Hallam, James A., Gene Newport and Roland D. Spaniol.

Determining training needs. Journal of the American Society of Training Directors, vol. 16, no. 6, June 1962, pp. 51-57.

Notes the various approaches used in appraising training needs such as the subjective, objective and integrative. The latter method is discussed in detail and other symptoms of the necessity for training are pointed out. Among these are poor leadership, poor morale, low productivity, high rate of employee turnover, and inadequate decision making.

Houseknecht, A. H.

Who needs training--and why. Personnel, vol. 26, no. 4, January 1950, pp. 283-293.

How to analyze training needs and set up a program in the areas where it is most needed.

How to determine training needs. Journal of the American Society of Training Directors, vol. 12, no. 7, July 1958, pp. 25-30.

Report on annual workshop Winconsin Training Directors Association. Contents: Responsibilities of a training director, by Van W. Cottingham; How to determine training needs, by Milton Hanson and Richard Crook.

Hull, Thomas F.

Some management opinions about supervisor training needs; results of a Purdue questionnaire survey. Journal of the American Society of Training Directors, vol. 14, no. 6, June 1960, pp. 43-45.

Training need which was mentioned most frequently was human relations; second, basic supervisor responsibilities.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Jackson, B. B. and A. C. MacKinney.

Methods of determining training needs. Personnel, vol. 36, no. 5, September-October 1959, pp. 60-68.

Categorizes methods for determining training as emotional, rational, and empirical, and concludes, at least conditionally, that "emotional methods are to be avoided at all costs; the rational methods are fine for preliminary analysis, or when a more thorough approach is not practicable; and the empirical methods seem to be the most dependable, although we do not know enough about them to say which one is best." Includes a selected bibliography.

Lerch, Thomas F.

Is training really necessary? Training directors journal, vol. 18, no. 1, January 1964, pp. 46-48.

Argues that training may not be proper answer to problem and advises considering other management tools before deciding on training program.

Lerda, Louis W. and Leslie W. Cross.

Performance-oriented training needs analysis. Journal of the American Society of Training Directors, vol. 16, no. 3, March 1962, pp. 40-44.

Describes four approaches to training need determination: responsibility analysis; problem approach; the interview-questionnaire; and the personnel inventory.

Luntz, Lester.

Identification of training needs. Journal of the American Society of Training Directors, vol. 13, no. 3, March 1959, p. 6.

Proposes that there is no definite procedure for identifying training needs. Rather each individual situation needs its own approach and the one adopted is the one desired by the line executive.

Northern Montana College.

An investigation of the training requirements of small business with regard to the educational needs of prospective employees. Prepared ... under a Small Business Administration grant awarded to the Montana State Planning Board, by Earl V. Weiser and Joseph L. Sohm. Havre, Montana, 1962. 84 pp.

Roach, Darrell E.

Supervisory qualifications and training needs analysis; final report. Des Moines, Farm Bureau Mutual Insurance Co., n. d. 59 pp.

Division managers of the Farm Bureau Mutual Insurance Co. cooperated in a research study in an attempt to answer basic questions about supervisory training: What are the characteristics of successful supervisory performance? How can the weaknesses of the supervisor be measured? What training methods will meet the weaknesses of the supervisor? Details of methods used are given, findings are summarized and recommendations are made for (1) individualized training of supervisors and (2) the need for careful selection.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Smith, Robert G., Jr.

The development of training objectives. Washington, The George Washington University, Human Resources Research Office, 1964. 101 pp. (Research bulletin 11)

Discusses concepts and methods used in deciding on training objectives for use in training army personnel.

Partial contents: System analysis; Developing the task inventory; Deciding which tasks to teach; Describing tasks in detail; Determining the knowledge and skill components or tasks; How to state objectives.

An annotated bibliography on the determination of training objectives, by the same author is also available in the Library.

Sterner, Frank M.

Determining training needs: a method; a systematic procedure for establishing needs and priorities. Training directors journal, vol. 19, no. 9, September 1965, pp. 42-45.

This article is concerned with a technique by which inappropriate and ineffective training may be avoided. The method described includes six major steps: (1) study of the work, (2) development of training needs check lists, (3) survey of training needs, (4) analysis of training results, (5) establishment of priorities and initiation of training, and (6) a periodic review of needs.

Timbers, Edwin.

Defining training needs. Training directors journal, vol. 19, no. 2, February 1965, pp. 17-19.

Identifies seven approaches to determining training needs: opinion surveys, performance appraisals, management query, observation, termination interviews, personnel changes, personnel statistics. Finds that the use of multiple methods is the most dependable.

U. S. Civil Service Commission.

Assessing and reporting training needs and progress. Revised. Washington, U. S. Govt. Print. Off., 1961. 80 pp. (Personnel methods series no. 3)

Offers assistance to personnel "whose job it is to help line officials to make appropriate review of training needs and plans for meeting these needs," and suggests methods and approaches which might be of use.

Contents: (1) Top management and the Training Act; (2) Identifying needs; (3) Meeting training needs; (4) Evaluation; and (5) References and bibliography.

EVALUATION OF TRAINING

Albanese, Robert.

A case study of an executive development program. Ann Arbor, Mich., University Microfilms, Inc., 1963.

Describes attempt made to evaluate effectiveness of specific executive development program by determining if any change in participants' managerial behavior could be attributed to the program.

Ph.D. dissertation, Ohio State University, 1962.

Abstracted in Dissertation Abstracts, vol. 24, no. 1, July 1963, pp. 120-121.

Belbin, Eunice.

Training is the yardstick. Personnel management and methods (London), vol. 30, no. 283, February 1964, pp. 32-33.

Cites training program as yardstick for measuring any decline in performance. Follow-up study in English textile firm reveals reason for poor production. Also notes advantages of employing older workers.

Belman, Harry S. and H. H. Remmers.

Evaluating the results of training. Journal of the American Society of Training Directors, vol. 12, no. 5, May 1958, pp. 28-32.

Discusses reasons why evaluation is important, and outlines basic principles of the technique.

Blei, Boris, Jr.

"Declare" your training dividends. Personnel journal, vol. 33, no. 5, October 1954, pp. 184-185.

Shows how in some cases it is possible to measure results of training programs, and explains how analysis may suggest improvements and sell future training programs.

Blocker, Clyde E.

Evaluation of a human relations training course. Journal of the American Society of Training Directors, vol. 9, no. 3, May-June 1955, pp. 7-8, 46.

Shows that in a formal course only limited changes can be effected in attitudes and behavior patterns. Group training must be supplemented by a consistent policy framework within which supervisors can feel secure in working with their employees.

Bolda, Robert A. and C. H. Lawshe.

Evaluation of role playing. Personnel administration, vol. 25, no. 2, March-April 1962, pp. 40-42.

Describes a series of research studies undertaken by staff members of the Occupational Research Center at Purdue University. Results indicate that role playing is a valuable device in human relations training situations if appropriate conditions are involved and if case contents can be varied to emphasize alternate courses of action.

EVALUATION OF TRAINING (Cont'd)

Bolda, Robert A. and C. H. Lawshe.

The use of training case responses in management training evaluation. Educational and psychological measurement, vol. 19, no. 4, Winter 1959, pp. 549-556.

Presents work sample approach to evaluation of human relations training. Although studies indicate many difficulties associated with this approach, the authors believe it has merit and should be studied further.

Burton, Robert L. and Eleanor A. Schwab.

Evaluation of municipal in-service training. Public management, vol. 42, no. 5, May 1967, pp. 102-107.

Summarizes information obtained from 1,044 cities of the United States with populations over 10,000 on their in-service training programs. Comments on problems both present and future which face most cities which have attempted formal in-service training.

Burns, Mitchel.

The "sack" look in training; real training results require more than "gimmicks". Journal of the American Society of Training Directors, vol. 13, no. 8, August 1959, pp. 40-43.

Author's thesis is that effective training results require more than "gimmicks", and that management groups should "seriously teach and rightfully ask for use of creative thinking techniques or for compliance with principles of human relations on the job, then they will get results from their training that they must have."

Caldwell, Lynton K.

Measuring and evaluating personnel training. Public personnel review, vol. 25, no. 2, April 1964, pp. 97-102.

Distinguishes between measurement and evaluation of training and states that their purpose is "... to discover the extent to which and in what ways training is effective. Probability, not certainty, is the only feasible objective." Points out need for method of measuring achievement, warns of common errors in use of statistics, and notes importance of selecting measurement criteria. Two points of reference are necessary: base point or level of performance before training, and standard of performance toward which training is directed.

Clay, Hubert H. and Leif O. Olsen.

Some dogmas of development: facts or fallacies? Personnel administration, vol. 24, no. 3, May-June 1961, pp. 41-44.

Three dogmas which the authors think should be questioned are: faith in appraisal forms; faith in managers' effectiveness regarding development of subordinates; and belief in the inviolacy of the performance interview.

EVALUATION OF TRAINING (Cont'd)

Collins, A. K.

Assessing the effectiveness of industrial training. Canberra, Australia, Commonwealth Public Service Board, Training Section, 1961. 14 pp.

First discusses what should be evaluated then enumerates some requirements for evaluating the results of training, describes various methods used and makes some concrete suggestions on how to measure the results of training. Puts leading questions such as: Who decided on the content of the program? Who were the instructors and how were they selected? What was the physical setting? Has job performance improved?

Cort, Robert P.

Sub-contracting the training function. Journal of the American Society of Training Directors, vol. 13, no. 3, March 1959, pp. 7-9.

Suggests that since so much of the training function has been sub-contracted out to educational institutions, the training director would do well to evaluate the results of these courses in order to determine whether the company is benefiting.

Cox, John A.

Application of a method of evaluating training. Journal of Applied psychology, vol. 48, no. 2, April 1964, pp. 84-87.

Discusses work with training data which were processed according to Ward Edward's techniques of considering (1) proficiency level of trained man, (2) cost of training program, and (3) worth of man trained to proficiency level. Outlines problem of establishing realistic worth-of-a man estimate, and proposes a formula for computation.

Cummings, Roy J.

How to evaluate a training course. The Office, vol. 60, no. 6, December 1964, pp. 12-16, 20+.

A discussion of training evaluation begins with a consideration of needs and objectives of a particular training session. Training itself is described as being on three levels: (1) general, for which the student will not be tested, (2) discrimination, which may teach right and wrong ways of performing, and (3) measurable, which teaches how to perform an actual task. Check lists for preliminary analysis and for evaluating a training course are provided.

Dinkin, Raymond.

How important is training? Personnel journal, vol. 42, no. 1, January 1963, pp. 35-37.

Advises training not only for increased efficiency and productivity but also to provide personal satisfaction, develop the whole individual, and to encourage technicians to consider themselves responsible human beings in a whole society.

EVALUATION OF TRAINING (Cont'd)

Duel, Henry J.

Hidden indicators of training effectiveness. *Journal of the American Society of Training Directors*, vol. 13, no. 3, March 1959, pp. 3-5.

Ebersole, Louis F., Jr.

Democratizing training relations in business and industry. Ann Arbor, Michigan, University Microfilms, 1964.

"The need for a democratic framework of training learners on-the-job is established in the study by means of empirical and legal research. In addition, the research revelations are augmented by presentation of the concurring opinions of leading authorities and writers in the areas of training, philosophy, sociology, and democracy." Among the topics discussed are procedures and practices of group meetings (such as buzz sessions, role playing, conferences), training conferences, conference leading techniques and leadership attributes, legal and contractual implications of a trainee's property right in his job, the training coordinator, communication between supervisor and subordinate-trainee. Finds that training by apprenticeship fails to meet democratic indicia.

Ph.D. dissertation, University of Alabama, 1964. Abstracted in *Dissertation Abstracts*, January 1965, pp. 3886-3887.

Elliott, John M.

A checklist for auditing the management development program. *Personnel*, vol. 38, no. 4, July-August 1961, pp. 80-83.

Fifteen questions to determine how well a management development program is performing and how it can be improved.

Evaluation of training. *Personnel journal*, vol. 38, no. 9, February 1960, pp. 344-345.

Discusses a case in which trainers in their enthusiasm for new techniques and new ideas, failed to remember some basic principles of training and education.

Falater, Frederick L.

Plant training analysis; objective and subjective evaluation of training. *Training directors journal*, vol. 17, no. 5, May 1963, pp. 9-19.

Based on efforts to measure each training program by results accomplished rather than on what influences or impression it made on trainees. Outlines kinds of programs measured and includes results drawn from a review of the year's efforts.

Gilbert, Joseph, Henry G. Campbell and Albert E. Oliver.

An evaluation of interdepartmental training with objective tests. *Training directors journal*, vol. 17, no. 5, May 1963, pp. 46-48+

Reports on development of a series of brief tests, easily and effectively useful in evaluating qualitatively and objectively results of interdepartmental training.

EVALUATION OF TRAINING (Cont'd)

Glasser, Walter E.

When management squints. American Society of Training Directors journal, vol. 10, no. 6, November-December 1956, pp. 11-12.

Gives some examples of types of replies the training officer can make to management when the question of whether training pays is raised.

Goodacre, Daniel M., III.

Experimental evaluation of training. Journal of personnel administration and industrial relations, vol. 2, no. 4, Winter 1955, pp. 143-149.

Suggests an experimental evaluation of training, containing an adequate criterion, controls, statistical analyses and a built-in experimental design, to show management its investment return and to help in future program planning. Illustrates this with an actual experimental evaluation design.

Goode, Cecil E., ed.

Assessing the value of training. Public personnel review, vol. 20, no. 1, January 1959, pp. 66-70.

Points out that little research has been done to determine results of management and supervisory training. Includes article by Michael G. Blansfield, describing training program status and devices used, with suggestions for making research a composite part of future programs.

Gorham, William A. and James P. Jadlos.

The motivations to be trained. Washington, U. S. Civil Service Commission, 1963, 11 pp.

Reports study made to determine conditions that caused satisfaction or dissatisfaction with a training program. Herzberg's "Motivation to Work" was used as a model for the project.

Guerin, Quintin W.

"Demonstrating that training pays." Chicago, U. S. Internal Revenue Service, 1960. 12 pp.

Selected, annotated bibliography on evaluation principles and practices.

Guetzkow, Harold, Garlie A. Forehand and Bernard J. James.

An evaluation of educational influence on administrative judgement. Administrative science quarterly, vol. 6, no. 4, March 1962, pp. 483-500.

Compares the effects on executive judgement of two executive development programs for government administrators. Two evaluation studies of management development at the University of Chicago indicate that programs lasting a year or more have a significant impact on the behavior of participants which has not been discernible in short-term ones.

EVALUATION OF TRAINING (Cont'd)

Habbe, Stephen.

Placement directors view training programs. Management record, vol. 23, no. 2, February 1961, pp. 26-29.

Summary of replies from 26 college placement offices on company training programs. Considers types of training offered and their strengths and weaknesses.

Harmon, Francis L. and Albert S. Glickman.

Managerial training: reinforcement through evaluation. Public personnel review, vol. 26, no. 4, October 1965, pp. 194-198.

An experiment in the effectiveness of a training program uses the evaluation process to reinforce what has been learned.

Harper, William W.

Evaluating supervisor training. Journal of the American Society of Training Directors, vol. 16, no. 11, November 1962, pp. 42-44, 46-48.

Describes the two-fold (continual and periodic) plan for evaluation of a program conducted for civilian personnel at Great Lakes, Illinois naval installations.

Hillman, Harry A.

Measuring management training - a case study. Journal of the American Society of Training Directors, vol. 16, no. 3, March 1962, pp. 27-31.

An effort to measure tangible results of management training indicates that a training program results in materially improving operations. More investigation is needed, however, before a final conclusive statement can be made.

Holt, N. F.

Problems of supervisory training - a pilot study. Personnel practice bulletin, vol. 14, no. 3, September 1958, pp. 7-14.

Description of a study to evaluate the first step of a supervisory training program in a light engineering plant in Australia. Results show that supervisory development is the outgrowth of change in organizational behavior and may be dependent on both training in new modes of behavior and revisions in methods of functioning.

House, Robert J. and Henry Tosi.

An experimental evaluation of a management training program. Journal of the Academy of Management, vol. 6, no. 4, December 1963, pp. 303-315.

Describes analysis of training effort that was administered by outside consultant to manufacturing firm personnel beginning with vice president and ending with first level of supervision.

Hull, Thomas F.

What should we evaluate? Journal of the American Society of Training Directors, vol. 13, no. 1, January 1959, pp. 38-40.

Author believes industrial training is as good as its application. Suggests it be evaluated on the job by the trainee's immediate supervisor.

EVALUATION OF TRAINING (Cont'd)

Hull, Thomas F. and Robert F. Powell.

Evaluating a supervisory training program. Journal of the American Society of Training Directors, vol. 13, no. 11, November 1959, pp. 27-29.

Tells how the Supervision Institute training program, Purdue University, was evaluated in terms of a questionnaire and some of the actions which resulted from the findings.

Huneryager, Sherwood G.

An evaluation of university executive training. University of Illinois, Urbana, 1963. Ph.D.

Undertaken to measure the effectiveness of the four-week Executive Development Program at the University of Illinois to stimulate improvement in the job performance and executive skills of individual participants.

Huneryager, Sherwood G.

Re-education for executives. Personnel administration, vol. 24, no. 1, January-February 1961, pp. 5-9, 26.

Author's survey reveals confusion existing among companies as to the value of executive development, and pinpoints problems involved in selecting and placing executive in programs which will do him the most good.

Husted, Frank L.

Evaluation: statement of purpose. Journal of the American Society of Training Directors, vol. 11, no. 4, July-August 1957, pp. 28-31.

Asserts that training methods, programs and techniques are measurable and can be evaluated, but that evaluation must be continuous "built-in" feature, tied in with purpose and objectives, and supplemented with measuring devices.

Kirkpatrick, Donald L.

How to start an objective evaluation of your training program. American Society of Training Directors journal, vol. 10, no. 3, May-June 1956, pp. 18-22.

Kirkpatrick, Donald L.

Techniques for evaluating training programs. Journal of the American Society of Training Directors, vol. 13, no. 11, November 1959, pp. 3-9, vol. 13, no. 12, December 1959, pp. 21-26; vol. 14, no. 1, January 1960, pp. 13-18, vol. 14, no. 2, February 1960, pp. 28-32.

Four-part article dealing with successive steps in evaluation: reaction, learning, behavior and results.

EVALUATION OF TRAINING (Cont'd)

Kunze, Karl R.

Forced choice evaluation of a training program. *Journal of the American Society of Training Directors*, vol. 12, no. 8, August 1958, pp. 27-32.

Discusses a technique for measuring results of a training program which partially overcomes weaknesses of some devices now in use.

Lerda, Louis W. and Leslie W. Cross.

Performance oriented training--results measurement and follow-up. *Journal of the American Society for Training Directors*, vol. 16, no. 8, August 1962, pp. 12-21.

States that if a training need or problem has been accurately determined and clearly stated and if the objectives of the program have been properly defined, the results are measurable. Notes that areas for measuring are learning and application, and points out the benefits of their evaluation. Includes some general principles for evaluating training progress, a guide for evaluating results, and an outline of "factors and techniques for measuring the tangible results of organized training."

Lippitt, Gordon L., Shirley D. McCure and Larry D. Church.

Attitudes of training directors toward the application of research to training programs. Washington, The George Washington University, 1963. 12 pp.

Survey of Washington chapter members of ASTD indicated methods used in evaluation of training programs and training needs, and offered suggestions for assisting in research programs.

Also available in Training Directors Journal, vol. 18, no. 3, March 1964, pp. 13-20.

Loen, Ernest L.

What's wrong with the training profession? *Training directors journal* vol. 17, no. 1, January 1963, pp. 37-45.

Discusses training cliches and notes the concern with fads such as role-playing, application of mathematics to decision making, "economics" training, and attempts to communicate non-existing insights about human psychology. Concludes with a consideration of "what else the staff-bound training 'type' might more fruitfully tackle."

McGehel, William and James E. Gardner.

The evaluation of supervisory training. In *Supervision; conference handbook* published for distribution at the AMA special personnel conference, December 2-4, 1957, Chicago, Ill., by American Management Association, Inc.

EVALUATION OF TRAINING (Cont'd)

MacKinney, A. C.

Progressive levels in the evaluation of training programs. Personnel, vol. 34, no. 3, November-December 1957, pp. 72-81.

Examines validity of techniques used to evaluate training programs. Classifies evaluation procedures and criteria.

Mali, Paul.

The training confidence index. A new approach to industrial training. Training directors journal, vol. 17, no. 11, November 1963, pp. 19-25.

Explains technique for quantifying and improving training function and for providing management and training directors with guides for evaluating training program. Presents formula and equations for handling relevant data.

Martin, H. O.

The assessment of training. Personnel management, vol. 39, no. 340, June 1957, pp. 88-93.

Meissner, Frank.

Measuring quantitatively the effect of personnel training: an experiment in food retail stores. Training directors journal, vol. 18, no. 3, March 1964, pp. 37-38, 40-46, 48-49.

Describes "Bagmanship" training program sponsored by Crown Zellerbach Corporation and concludes that (1) valid quantitative measurements of personnel training program are possible and (2) training input-output coefficients may be useful management tools for both retail firms and public policy-makers.

Mincer, Jacob.

On-the-job training: costs, returns and some implications. Journal of political economy, supplement: October 1962, no. 5, pt. 2, pp. 50-74.

Studies cost of investing in training, comparing on-the-job training with formal educational system. Equation for computing rate of return is provided, and on-the-job training is considered as element in income and employment behavior in population sub-groups.

Moore, William R.

Training evaluation--it used to be so simple. Training directors journal, vol. 18, no. 4, April 1964, pp. 45-50.

Recommends a two-pronged approach to improving training evaluation: continued refinement and more thorough application of research and measurement approach; increased efforts to make training evaluation a part of the management system to be carried out by line managers and program staff.

EVALUATION OF TRAINING (Cont'd)

Mosel, James N.

How to feed back performance results to trainees. Journal of the American Society of Training Directors, vol. 12, no. 2, February 1958, pp. 37-46.

Presents principles from which the training officer can tailor-make his own techniques to use in feeding back knowledge of performance to trainees.

Mosel, James N. and Harry J. Tsacnaris.

Evaluating the supervisor training program. Engineering & industrial psychology, vol. 1, no. 1, Spring 1959, pp. 18-22.

Investigation to determine whether a supervisory course given to officers and non-commissioned officers in the U. S. Air Force significantly increased supervisory ability, using as a criterion the change in attitudes and understanding of human relations which was one of the objectives of training.

The results showed that training did bring about a small but definite improvement in attitude among the trainees and also that the range of individual differences among the trainees was modified.

Mosel, James N.

Why training programs fail to carry over. Personnel, vol. 34, no. 3, November-December 1957, pp. 56-64.

Gives some suggestions for motivating the trainee so he will apply what he has learned on the job.

Murdick, Robert G.

Measuring the profit in industry training programs; here are methods and examples for calculating training profits. Journal of the American Society of Training Directors, vol. 14, no. 4, April 1960, pp. 23-29.

Examples and methods for calculating dollar value of training. Examines types and costs of programs and explains breakeven analysis.

National Industrial Conference Board, Inc.

College graduates assess their company training, by Stephen Habbe. New York, 1963. 80 pp. (Studies in personnel policy no. 188)

Study designed to provide companies with specific information that may help them improve training programs for college graduates. A central finding was that on-the-job type of training was favored by the graduates by a wide margin. Covers twenty-six different training programs in fourteen companies. Over 1,000 graduates participated in the survey.

EVALUATION OF TRAINING (Cont'd)

Oberg, Winston.

The university's role in executive education. A report to the participating companies. East Lansing, Michigan State University, Graduate School of Business Administration, 1962. 28 pp.

Summary article, Top management assesses university executive programs, by Winston Oberg, appears in Business Topics, vol. 11, no. 2, Spring 1963, pp. 7-27.

Odiorne, George S.

Are training costs justified? Journal of the American Society of Training Directors, vol. 8, no. 4, July-August 1954, pp. 9-11, 36-37.

Techniques for selling training programs on the basis of cost. Suggests finding genuine training needs and situations where training will solve production headaches and lower costs.

Odiorne, George S.

The need for an economic approach to training. Training directors journal, vol. 18, no. 3, March 1964, pp. 3-12.

Presents "A case for capital budgeting for investment in human capital", including work sheet for economic classification of training programs and diagram of economic measures of organization performance. Among author's conclusions are warnings against tampering with managers' personalities and about application of behavioral science research in changing management behavior.

Organisation for Economic Co-operation and Development.

Evaluation of supervisory and management training methods: co-ordination of research.... Paris, 1963. 159 pp.

Reports work of eight European countries and five international organizations and describes how research was done. Section Four, entitled "Some methodical considerations concerning the evaluation of training" takes up the need for a formulation of methodology, and interactions between training and evaluation. Another section considers training objectives and evaluation criteria.

Papaloizos, Antoine.

Personality and success of training in human relations. Personnel psychology, vol. 15, no. 4, Winter 1962, pp. 423-428.

Reports on the results of a training course given to 150 foremen in different industries, most of them being members of the Swiss Foremen's Association.

Plant training analysis; objective and subjective evaluation of training.

Training directors journal, vol. 17, no. 5, May 1963, pp. 9-19.

EVALUATION OF TRAINING (Cont'd)

Proctor, John H. and William M. Thornton.

But will it work for you? Supervisory management, vol. 7, no. 1, January 1962, pp. 16-17.

In order to judge the possible application to his situation the manager should ask these questions about a training program: What measurement was used to determine the success? Have these measurements been checked or are they assumed? Was the sampling broad enough? Do the claims for success seem too good to be true?

Randall, Lyman K.

Evaluation: a training dilemma. Journal of the American Society of Training Directors, vol. 14, no. 5, May 1960, pp. 29-35.

Training evaluation can be a survival or a refinement technique. Properly, the refinement type of evaluation is best since it seeks to improve the training program. Reviews three general elements essential to a study of this kind.

Randall, Raymond L.

An evaluation of selected executive development programs for government officials. Washington, American University, 1961. 448 pp.

While the primary aim of the paper is to analyze the five conferences for Federal career executives sponsored by The Brookings Institution during period from 1957 to 1960, two other programs in which Federal career executives participated are included for purposes of comparison.

Randall, Raymond L.

Get more from your training. Nation's business, vol. 48, no. 6, June 1960, pp. 42-43, 94-95.

To get full value from a management training course the organization should: (1) pick the course carefully; (2) select the man intelligently; (3) prepare the student so he knows why he is attending training courses; (4) use his knowledge after he returns.

Remmers, H. H.

How to evaluate training programs in business and industry. Lafayette, Ind., Purdue University, n.d. 36 pp.

Introduces concept of evaluation which is developed as follows: Why evaluate? by Robert Mainer; What to evaluate, by Warren Siebert; Building a test, by R. E. Horton; Testing the test, by Paul E. Baker.

St. John, A. W.

The key is in the beginning. Personnel information bulletin (Veterans Administration), December 1963, pp. 12-15.

Advises that it is necessary to know why training is needed before it is possible to evaluate how well it was done. Includes training plan and questionnaire for evaluating training course.

EVALUATION OF TRAINING (Cont'd)

Sammons, Robert F.

Evaluating a workshop in training skills. Training directors journal, vol. 19, no. 7, July 1965, pp. 27-33.

Features four questionnaires completed by the conferees of a workshop in order to evaluate the program, and to modify it if necessary.

Sammons, Robert F.

How conferees evaluate training; results of a feedback experiment. Training directors journal, vol. 18, no. 1, January 1964, pp. 42-45.

Tables show criteria used for different kinds of training and individual rank ordering of these criteria that were worked out by supervisors who participated in training program.

Schlesinger, Lawrence.

Evaluating the content of multiple-skill training programs. Ann Arbor, University of Michigan, Research Center for Group Dynamics, 1958. 17 pp.

Describes three methods of appraising the relevancy of training programs to skills and knowledge necessary for performance of the task.

Schlesinger, Lawrence.

Evaluating the content of multiple-skill training programs. Personnel administration, vol. 21, no. 4, July-August 1958, pp. 20-27, 34.

Research study which describes three methods of evaluating the contribution of a multiple-skill training course to the skills and knowledge required for job performance.

Schultz, Douglas G. and Arthur I. Siegel.

Post-training performance criterion development and application; a selective review of methods for measuring individual differences in on-the-job performance. Wayne, Penn., Applied Psychological Services, 1961. 60 pp.

Reviews the current "state-of-the art" and the techniques used such as production records, interviews and questionnaires, work samples and situation tests, and appraisal of executive performance rating scales. Concludes that an "integrating conceptual framework is needed to order and organize the field of measuring individual differences and to provide a more satisfactory basis for evaluating measurement techniques."

Shader, Robert J.

An evaluation of discussion leading training. Journal of the American Society of Training Directors, vol. 16, no. 1, January 1962, pp. 44-45.

Summarizes the results of a questionnaire designed to evaluate a training program in discussion leading which was attended by key supervisory and technical personnel in the Phillips Petroleum Research and Development Department.

EVALUATION OF TRAINING (Cont'd)

Shafer, Carl I.

A study of the evaluative practices in management education and development programs in selected United States companies; a summary, conclusions and recommendations. East Lansing, Michigan State University, 1961. 15 pp.

Shaffer, Dale E.

Control through measurement; meeting objectives as a means to justify training. Training directors journal, vol. 18, no. 9, September 1964, pp. 39-40, 42-44, 46-50.

"The discussion here is confined to the activity of measurement as a control device for use by the training director in justifying training programs; primarily existing programs rather than new ones. My purpose is to describe certain factors and methods applicable in the controlling of training programs, and to show how the results of effective measurement can be used to defend these programs."

Sheldon, E. Mark.

Industrial training: why? what? how? AMS management bulletins (personnel), vol. 5, no. 9, March 1965, pp. 13-20.

Discusses the concepts of and reasons for industrial training, what training should include, and methods that should be employed.

Siegel, Arthur I. and others.

Post-training performance criterion development and application; a matrix method for the evaluation of training. Wayne, Pa., Applied Psychological Services, 1961. 48 pp.

Soik, Nile.

An evaluation of a human relations training program. Journal of the American Society of Training Directors, vol. 12, no. 3, March 1958, pp. 34-49.

Tarnopol, Lester.

Evaluate your training program. Journal of the American Society of Training Directors, vol. 11, no. 2, March-April 1957, pp. 17-23, 48.

Points out reasons for evaluating the training program and suggests that this can best be accomplished through the Employee Attitude Survey. The reliability of the survey is indicated in several ways, and its use both before and after training is suggested.

Thisdell, Robert A.

Why not measure training results? Evaluation is a primary tool for the trainer. Journal of the American Society of Training Directors, vol. 13, no. 10, October 1959, pp. 9-12.

Points out reasons for the paucity of objective measurement of training programs: failure to realize its value; lack of understanding of its method; and fear of its results. Aims to stimulate training evaluation with a view to overcoming program weaknesses.

EVALUATION OF TRAINING (Cont'd)

Toussaint, Maynard N. and Fred C. Munson.

How not to conduct a management training program. Personnel administration, vol. 26, no. 5, September-October 1963, pp. 12-20, 29.

Description of training program that was unsuccessful from standpoint of trainees but useful in that it was broadening experience for those involved in management training.

U. S. Small Business Administration.

Follow-up evaluation for administrative management courses. Washington, n.d. 12 pp.

Valiquette, M. I.

The evaluation of a management development program. Staff development and training in the Federal government service, (Canada), vol. 2, no. 2, April 1965, pp. 125-133.

Report of an investigation to determine the degree to which the values underlying an experimental development program had been translated by participants into actual changed attitudes and behavior on the job.

Weiss, Carol H.

Evaluation of staff training. Welfare in review, vol. 3, no. 3, March 1965, pp. 11-17.

Discussion of three aspects of training evaluation: the purposes of the program, uses of results, and how these affect the method of evaluation; relationships between evaluator and trainer; the measures of success that are chosen.

Willing, Jules Z.

Are your programs, judged - or misjudged? Training directors journal, vol. 19, no. 4, April 1965, pp. 29-31.

Points out pitfalls the executive should beware of in judging a management training or orientation program from a critique prepared by a participant. Notes that the outcome of such an appraisal may be an evaluation of methods rather than results. Illustrates how objectives may be used as a valid criterion of program success.

SURVEYS OF TRAINING PROGRAMS AND ACTIVITIES IN BUSINESS AND INDUSTRY

American Management Association, Inc.

The education of employees: a status report by Douglas Williams and Stanley Peterfreund. New York, 1954. 64 pp. (Part IV of Management Education for itself and its employees)

Bureau of National Affairs, Inc.

Training rank-and-file employees. Washington, 1962. 13 pp.
(Personnel policies forum, survey no. 66)

Reports findings of a questionnaire addressed to personnel officers of a wide variety of companies in order to ascertain what is being done to develop definite skills and abilities of employees. Summarizes data on extent and organization of training programs, training methods and aids, retraining, and evaluation and benefits.

Clark, Harold F. and Harold S. Sloan.

Classrooms in the factories; an account of educational activities conducted by American industry. Rutherford, N. J., Fairleigh Dickinson University, Institute of Research, 1958. 139 pp.

A survey of the extent and nature of training activity in approximately 500 of the largest American industrial corporations. Covers managerial and supervisory training, technical programs (engineering and drafting), orientation, courses in human relations, reading, creative thinking, and general educational courses.

Clark, Harold F. and Harold S. Sloan.

Classrooms in the military; an account of education in the armed forces of the United States. Published for the Institute for Instructional Improvement, Inc., New York, Teachers College, Columbia University, 1964. 154 pp.

Describes overall picture and "... reduces details to outline form, and explains methods and practices by means of examples."

Mellenbruch, P. L.

So this is modern training? Parts 1 and 2, Personnel journal, vol. 39, no. 8, January 1961, pp. 309-310, 326; no. 9, February 1961, pp. 356-358, 371.

Surveys training of hourly and office employees, line supervisors and higher levels of management in 36 companies in the Lexington, Ky., area.

Melloan, George.

Businesses speed up formal training efforts for employees, others. Wall Street journal, February 26, 1965, pp. 1, 10.

Reports on training of company employees both within and outside the company. Reviews techniques, types and costs.

National Industrial Conference Board, Inc.

Eight training program descriptions by Stephen Habbe. New York, 1963. 76 pp.

Supplements information contained in "College graduates assess their company training," Conference Board Studies in Personnel Policy number 188. Describes individual training programs offered by fourteen manufacturing, utility, and retail companies. Includes questionnaire filled out by college graduate trainees.

SURVEYS OF TRAINING PROGRAMS AND ACTIVITIES IN BUSINESS AND INDUSTRY (Cont'd)

National Industrial Conference Board, Inc.

Office personnel practices: nonmanufacturing. New York, 1965.
196 pp. (Studies in personnel policy no. 197)

Includes tables on training programs showing how many companies have them, ways they use to determine need, what is taught, and who conducts the training program.

National Industrial Conference Board, Inc.

Personnel practices in factory and office: manufacturing. New York, 1964. 152 pp. (Studies in personnel policy no. 194)

Includes tables on training programs showing how many companies conduct them, ways they use to determine need, what is taught, and who conducts the training program.

Organisation for Economic Co-operation and Development.

Inventory of training possibilities in Europe. Paris, 1965.
896 pp.

Library also has Newsletter--Training Possibilities in Europe, May 1960-June 1964.

Rockett, Jack.

Technical training in industry. Training directors journal, vol. 19, no. 5, May 1965, pp. 2-6.

Summary of findings of a survey of twenty-five companies to determine types of training programs being pursued. While the kind of program varies from company to company, six types predominate: the formal one leading to a degree; technical courses which do not lead to a degree; courses specific to the company technology; the tuition refund program; the sabbatical leave program; other non-degree educational programs.

Serbein, Oscar N.

Educational activities of business. Washington, American Council on Education, 1961. 180 pp.

Report of survey covering all phases of educational effort within business--contributions to colleges and universities, in-company educational programs, special types of training, and out-of-company training. Includes data on numbers of employees, selection practices, costs of training, tuition refund policies, etc.

Spriegel, William R., and Virgil A. James.

Trends in training and development, 1930-1957. Personnel, vol. 36, no. 1, January-February 1959, pp. 60-63.

Findings of surveys conducted by the author from 1930-1957 indicate trends in training and development practices in American industry. Upward, downward, and static trends are pointed out and a chart presents an overall picture.

SURVEYS OF TRAINING PROGRAMS AND ACTIVITIES IN BUSINESS AND INDUSTRY (Cont'd)

U. S. Department of Labor.

Training workers in American industry. Report of a nationwide survey of training programs in industry, 1962. Prepared by Bureau of Apprenticeship and Training, Manpower Administration. Washington, 1964. 94 pp. (Research division report no. 1)

Summarizes findings on questions concerning number of employers who sponsor formal training and how many do not, number of workers in concerns that promote training, types of programs, kind and number of trainees, and apprenticeship.

U. S. Office of Manpower, Automation and Training.

MDTA training program: comparison of 1963 and 1964. Washington, U. S. Govt. Print. Off., 1964. 12 pp. (Manpower evaluation report no. 4)

Wilson, Howard.

Employee training and development. Chicago, Administrative Research Associates, 1960. 16 pp.

Surveys extent, content and pattern of training and educational activities now being conducted within business organizations in the United States.

Contents: (1) Training and development - its role and importance; (2) Process of learning - how people learn; and (3) Framework to promote learning - tools and techniques.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE

Brunton, Robert L. and William E. Besuden.

Internship training for city management. Chicago, International City Managers' Association, 1960. 20 pp.

Revamped report of an ICMA Committee examining the numbers and characteristics of internships available. Considers growth and future use of municipal internships; how they work; placement, time, and money involved; and criticisms leveled at them. Sets four guidelines to be used by cities desiring to establish internship programs.

Caldwell, Lynton K.

The New York state internship program. Public personnel review, vol. 9, no. 4, October 1948, pp. 183-189.

Recruitment, appointment, training program and an evaluation of the internship program in New York state since 1947.

Canada. Civil Service Commission. Staff Development and Training Division. Staff development and training in the Federal government service. Ottawa, 1965. 176 pp. (Vol. 2, no. 2, April 1965)

Reports on interdepartmental and departmental training activities. Feature articles: The evaluation of management development programme; English language teaching in the CSC language schools; Personnel administration staffing programme in the Civil Service; Training junior supervisors in administrative skills; A survey of job opinions and attitudes.

Cox, Arthur M. and Karl Mathiason, III.

United Nations Institute for Training and Research; proposals for program, budget and organization. Brookings staffpaper. Washington, D. C., The Brookings Institution, 1964. 76 pp.

This study, dealing with a proposed United Nations Institute for Training and Research, was prepared for the United States Department of State. It sets forth its training program, including diplomatic training, junior professional programs for international civil servants, refresher courses and fellowships for senior personnel. It also considers the Institute's research function and a program for United Nations fellows and associates.

Duren, Gaylord

State employee development, Commonwealth of Pennsylvania, 1955-1963. Ann Arbor, Mich., University Microfilms, Inc., 1964.

"This study was designed to examine the activities of the Commonwealth of Pennsylvania in providing in-service training and employee development for its personnel from 1955 to 1963." Bibliography.

Ph.D. thesis, Pennsylvania State University, 1964.

Abstracted in Dissertation Abstracts, vol. 25, no. 8, February 1965, p. 4804.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Fels, Marshall.

Organization for training in California state government. Journal of the American Society of Training Directors, vol. 15, no. 12, December 1961, pp. 4-13.

Traces the development of training responsibility in California state government. Provides a picture of statewide training as an integral part of the organization's operation, and prophesies an even stronger role for it in the future.

French, Robert L.

The organization and administration of a public employee training program. Ann Arbor, Michigan, University Microfilms, Inc., 1963.

Studies and compares training operations in New York state with other large government operations with regard to their place in the organizational unit, internal organization, recruitment, and measurement. Concludes that training function is so closely related to other administrative functions that same administrative principles must be used.

Ph.D. dissertation, New York University, 1962.

Abstracted in Dissertation Abstracts, vol. 24, no. 2, August 1963, pp. 815-816.

Gardner, Neely D.

Training as a framework for action. Public personnel review, vol. 18, no. 1, January 1957, pp. 39-44.

Presents a different view of training as developed by the Training Division of the California State Personnel Board. Considers that the function of training is "to set up a communications network for management and for the worker. Within this communications network are provided mechanics for exploration of any kind of organization problem."

Graves, W. Brooke.

An intergovernmental attack on local training needs. Personnel administration, vol. 22, no. 3, May-June 1959, pp. 30-38.

Summary of findings of a survey concerning public service training of local government personnel points up uneven awareness of need, lack of central coordinating agency within most states, typical organizational pattern, uneven programs both in quantity and quality, special areas in which training is given, problem of financial support and scarcity of qualified training personnel. Also makes recommendations for the future.

Harrell, C. A. and W. D. Heisel.

Developing city employees. Public management, vol. 44, no. 8, August 1962, pp. 178-181.

Describes Cincinnati's training program which emphasizes the executive and supervisory areas. Discusses the fields in which training policies were developed: responsibility of management, objectives, role of the agencies, use of outside resources, methods and evaluation.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Hebal, John J.

Training and development in the Pacific Northwest: British Columbia, Oregon, and Washington. Canadian public administration (Toronto), vol. 7, no. 2, June 1964, pp. 227-247.

Description of training programs developed within two state merit systems and in the most westerly of the Canadian provinces discusses (1) cooperation between Civil Service Commission and higher education in executive training programs of British Columbia, (2) variety of training activities for different levels of employees in Oregon, and (3) the developing program in Washington State.

International City Managers' Association.

Post-entry training in the local public service, with special reference to administrative, professional, and technical personnel in the United States. Chicago, 1963. 82 pp.

Describes training opportunities, both on-the-job and off-the-job, through universities, colleges, professional associations, and state leagues of municipalities and state governments. Reviews programs in specific cities and presents guidelines for establishing programs.

Jenkins, Wilbur L.

Why not a personnel technician intern program? Public personnel review, vol. 18, no. 3, July 1957, pp. 174-177.

Outlines an intern program for personnel technicians, discusses the benefits of such a program, and points out errors to be avoided in implementing this type of plan.

Kammerer, Gladys M.

Thirteen years of achievement: the Southern regional training program. University, Alabama, University of Alabama, Bureau of Public Administration, 1958. 25 pp.

Presents the history of the Southern regional training program, the training offered, placement services, and some of the major achievements of SRTP Fellows, 1945-57.

Michigan. Civil Service Commission.

Career development programs. No. 6: Partial tuition refund. Lansing, 1964. 10 pp.

Information regarding the Partial Tuition Refund Program which partially repays Michigan state employees for approved job-related courses taken at recognized educational institutions. Includes sample forms.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

National Civil Service League.

Internship programs in states, cities and counties; a survey. New York, 1956. 19 pp.

Survey indicates existing programs, cooperating universities, publicity, number of interns, length of internships, recruitment and selection, assignments, legal status, pay, supervision of interns, post-internship employment, and turnover during internships.

See also Internships for public service training, by James R. Watson, State Government, vol. 30, no. 3, March 1957, pp. 67-69; and A small taste of government, Good Government, vol. 73, no. 5, September-October 1956, pp. 53-56.

New York (State). Department of Civil Service.

New York state public administration internship program; a report on graduates, 1947-1960. Albany, 1963. 19 pp.

Presents data which is analyzed to show occupational status, progress, and career attitudes of former interns who have completed the internship program.

New York (State). Department of Civil Service.

Report of public administration interns still in New York State service. Albany, 1964--

New York (State). Department of Civil Service. Division of Personnel Research.
Report of selection and placement of 1951 intern and junior management personnel. Albany, 1951. 2 v.

Describes selection and placement program for getting promising young college graduates into administrative positions in the New York state civil service, including analyses of written tests given to applicants.

New York (State). Department of Civil Service.

Summary of public administration internship program, state employee trainee program, partial tuition reimbursement plan in the New York State Public Administration Training Program, 1947-1960. Albany, 1960, 15 pp.

New York (State). Department of Civil Service.

Third and final report of selection and placement of 1951 intern and junior management personnel. Albany, 1952. 39 pp.

Record of performance of appointees in their first year of state service. Attempts to relate their supervisors' opinions to the qualities tested for in written and oral tests. Data contained in this and previous report will help to point out areas in which future examinations for this type of personnel may be improved.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Nolting, Orin F.

Post-entry training in the public service in Western Europe.
Chicago, International City Managers' Association, 1962. 106 pp.

Aims to promote the further development of post-entry training and education for local government in all countries. Shows how local governments in Western Europe have developed post-entry training programs, extent of such training, and how it is conducted. Emphasis is on training of administrators and executive personnel and on administrative training for professional and technical personnel having managerial duties. Considers training in many European countries and also takes up special schools for administrative training in England, The Netherlands, Norway, and Sweden.

Oregon. State Civil Service Commission. Training Division.

The status of training. Salem, 1960. 15 pp.

Contents: Part 1, Describes a survey conducted among Oregon's fifteen largest agencies, which together employ approximately 13,000 of the State's 17,600 classified employees; Part 2, Lists survey findings; Part 3, Recommends action to improve the status of training in Oregon State government.

Planty, Earl and George Kanawaty.

Training activities in the state governments. Chicago, Public Personnel Association, 1962. 18 pp. (Personnel report no. 622)

Summary of a survey conducted among the states between 1960 and 1962. Covers not only kinds of training offered but also gives information on training budgets, and number of persons engaged in full-time training activities both in central personnel agencies and in operating departments. Makes recommendations for increasing the effectiveness of training in state agencies.

Rhode Island. University. Bureau of Government.

Public employee training on the state level in the United States, by Charles E. Moan, Jr. Kingston, 1964. 39 pp. (Research series no. 8)

Describes results of survey on practices of the fifty states, Puerto Rico and the Territory of the Virgin Islands with regard to training of their public employees after they are hired. Appendices contain official statements on duties and qualifications of training officers.

Romani, John H.

Perspectives on post-entry training for the local public service. Public management, vol. 45, no. 7, July 1963, pp. 146-151.

What is being done, what ought to be done as identified in a series of studies conducted by the International City Managers' Association.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Schriever, Paul.

Municipal in-service training - performance and prospects.

Public management, vol. 44, no. 8, August 1962, pp. 173-177.

States that cities and counties are not doing sufficient training to develop their sources of qualified and competent personnel. Describes the work and facilities of the Institute for Training in Municipal Administration sponsored by the International City Managers' Association, and suggests what cities can do to remedy the recruiting difficulty. Urges training on all levels in the government.

Steggert, Frank X.

Occupational experiences of government interns. Public personnel review, vol. 24, no. 3, July 1963, pp. 158-162.

Reports findings of a survey covering 284 people completing the New York State Public Administration Intern Program from 1947 through 1960. Preliminary analysis finds that the majority are working in staff service positions. Draws some inferences from the findings.

Sweeney, Stephen B. and Thomas J. Davy.

Training for public service. In Public Administration Service.

Institutional cooperation for the public service. Conference to acknowledge the twenty-fifth anniversary of "1313" and dedication of the new wing, February 7-9, 1963. Chicago, 1963, pp. 10-20.

"... summarizes impressions of the state of training today in Federal, state, and local governments, and describes cooperative activities involving governmental jurisdictions, educational institutions, and professional associations. Presented also are several propositions concerning training for higher level personnel.

Sweeney, Stephen B. and Thomas J. Davy, eds.

Education for administrative careers in government service.

Philadelphia, University of Pennsylvania Press, 1958. 366 pp.

Presents results of a research-conference program conducted during 1956-1957 to determine what is the best education and training for those who wish careers in local and state government.

Partial contents: Part 1, Education for administrative policy-making careers; Part 2, The position and role of the administrative policy-making officer.

SELECTED RESEARCH STUDIES ON TRAINING

Argyris, Chris.

Explorations in interpersonal competence - I. Journal of applied behavioral science, vol. 1, no. 1, January-February-March 1965, pp. 58-83.

Presents a set of plus and minus categories designed to measure interpersonal competence. "Exploratory research suggests that the categories can be used (1) with an encouraging degree of reliability, (2) with an encouraging degree of predictive validity, and (3) as the basis to describe increases or decreases in individual and group competence during T-group and other training."

Argyris, Chris.

Explorations in interpersonal competency - II. Journal of applied behavioral science, vol. 1, no. 3, July-August-September 1965, pp. 255-269.

"The categories [designed to measure interpersonal competence] are used as a basis to evaluate the relative effectiveness of lecture versus laboratory education in the subject areas of interpersonal relationships and group dynamics."

Blake, Robert R. and Jane S. Mouton.

International managerial grids. Training directors journal, vol. 19, no. 5, May 1965, pp. 8-18, 20-23.

Description of two experiments (one in the Western and one in the Eastern Hemisphere) to evaluate the educational approach to increasing intercultural understanding among American citizens serving overseas, resident nationals of the host country and third country nationals. Also provides interpretations and implications of these Managerial Grid Seminars.

Cangelosi, Vincent E. and William R. Dill.

Organizational learning: observations toward a theory. Administrative science quarterly, vol. 10, no. 2, September 1965, pp. 175-203.

"This paper analyzes processes of a seven-man team during a semester's involvement in a complex management decision exercise... It presumes that learning is sporadic and stepwise rather than continuous and gradual and that learning the preferences and goals goes hand and hand with learning how to achieve them."

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Brethower, Dale M.

✓ Learning theory. Ann Arbor, University of Michigan, Graduate School of Business Administration, Center for Programmed Learning for Business, 1965. 21 pp. (Occasional paper no. 4)

Contents: Part I, Introduction to learning theories; Part II, A practical learning theory; Part III, Classical learning theories.

Clay, Hilary M.

✓ How research can help training. London, Her Majesty's Stationery Office, 1964. 20 pp. (Department of Scientific and Industrial Research; Problems of progress in industry--16)

Research into the properties of skills and the learning processes can help in deciding what the trainee must learn and in helping him master it.

Dubois, Philip H. and Winton H. Manning, eds.

Methods of research in technical training. Memphis, Tenn., 1961. 80 pp. (Technical Report no. 3, Office of Naval Research Contract no. Nonr 816902)) Revised)

Filley, Alan C. and Franklin C. Jesse.

✓ Training leadership style: a survey of research. Personnel administration, vol. 28, no. 3, May-June 1965, pp. 14-18.

Recommends the proper balance the trainer should maintain between leader-centered and group-centered training methods. Examines training goals and other determinants of training leader styles, discusses the selection of a proper leadership method, and enumerates conditions which determine when leader-centered and group-centered training methods are more effective. Bibliography.

Fryer, Forrest W.

✓ An evaluation of level of aspiration as a training procedure. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1964. 92 pp. (The Ford Foundation doctoral dissertation series)

Experiment concerned with the following specific questions:

"1. Does the procedure of level of aspiration, consisting of knowledge of results plus goal-setting, possess a motivational property... above that of knowledge of results alone? 2. Is this procedure... differentially effective with training tasks of varying difficulty levels? 3. Do the instructional variations of soliciting 'expectations' compared to 'hopes' differentially influence subsequent performance? 4. Does the method of expressing the level of aspiration, private or public, influence subsequent performance?"

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Gassner, Suzanne M., Jerome Gold, and Alvin M. Snadowsky.

Changes in the phenomenal field as a result of human relations training. *Journal of psychology*, vol. 58, first half, July 1964, pp. 33-41.

Reports research on phenomenological approach to understanding of human personality which is important in differentiating between phenomenal self and general phenomenal field. Experiment included three-day human relations program, appeared to indicate that personality structure is more stable than heretofore believed and that measurement of attitudes in addition to those relating to self might be significant field for further research in human relations program.

Glaser, Robert, ed.

Training research and education. Pittsburgh, University of Pittsburgh Press, 1962. 596 pp.

Presents a representative account of training research that has been carried out and examines its implications for psychological research and for training and education. Lengthy bibliography.

Guerin, Quintin W.

A learning theory model. *Training directors journal*, vol. 19, no. 4, April 1965, pp. 40-42, 44-45.

Reports on a learning theory model based on seven propositions concerning adult learning enunciated by Dr. Jacob W. Getzels of the University of Chicago. The model was set up by training personnel of United States Internal Revenue Service to aid in evaluating their programs.

Harris, Theodore L. and Eilson E. Schwahn.

Selected readings on the learning process. New York, Oxford University Press, 1961. 428 pp.

"These selections on human learning emphasize experimental studies of the learning process in its various forms, the dynamic functions involved in this process, and developmental and evaluational problems related to the study of the learning process."

Heller, Frank A., ed.

New developments in training; five studies in the efficient communication of skills. London, Polytechnic Management Association, 1959. 80 pp.

Contents: A biologist's contribution to learning, by J. Z. Young; New methods of training in manual skills, by W. Douglas Seymour; Recent survey findings in the United Kingdom and other European countries, by Winifred Raphael; Training for the executive skills, by Frank A. Heller; The integration of training, organization and policy, by David King.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Harrison, Roger.

Defenses and the need to know. Human relations training news, vol. 6, no. 4, Winter 1962-63, pp. 1-4.

"... it is intended to rescue the concept of "defensive behavior" from the ostracism in which it is usually held, to restore it to its rightful place as a major tool of man in adapting to a changing world, and to consider how defenses may help and hinder us in profiting from a learning situation."

House, Robert J.

An experiment in the use of management training standards. Journal of the Academy of Management, vol. 5, no. 1, April 1962, pp. 76-81.

Outlines research on a training plan which employed higher standards, more authoritative methods of teaching and more compact course scheduling than formerly used. Results indicated a more businesslike approach to conducting courses in management training.

Keltner, John W.

X Task-model as a training instrument; using physical models in simulation tasks to focus on organization problems. Training directors journal, vol. 19, no. 9, September 1965, pp. 18-21.

The author describes the "task-model" procedure as a cross between role playing and management games as a management training technique and outlines its usefulness as a tool for illustrating problems of communication, leadership, group processes and problem solving.

Lundgren, David and Daniel R. Miller.

✓ Identity and behavioral change in training groups. Human relations training news, vol. 9, no. 1, Spring 1965, pp. 4-6.

Description of a project conducted at Bethel, Maine, to study interpersonal relationships by means of T Groups. It covered the group's acceptance of the individual, the degree of insight gained, and factors resulting in behavior change.

National Society for the Study of Education.

✓ Theories of learning and instruction ... edited by Ernest R. Hilgard. Chicago, 1964. 430 pp. (Sixty-third yearbook of the Society, Part 1)

Partial contents: Contemporary developments within stimulus-response learning theory, by Winfred F. Hill; Implications of training research for education, by Robert Glaser; Creative thinking, problem-solving, and instruction, by J. W. Getzels; Autoinstruction: perspectives, problems, potentials, by Sidney L. Pressey; Educational technology, programmed learning, and instructional science, by A. A. Lumsdaine.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

National Training Laboratories - National Education Association.

Human forces in teaching and learning. Washington, 1961.

102 pp. (Selected readings series three)

Collection of articles and research reports concerning social and emotional forces in teaching and learning. First seven articles describe general area of social and emotional forces in teaching-learning. Last three selections examine the subject in context of human relations training.

Partial contents: The learning process during human relations training, by Matthew B. Miles; University training in human relations skills, by Jane Mouton and Robert R. Blake; and Case methods in the training of administrators, by Kenneth D. Benne.

Naylor, James C.

Parameters affecting the relative efficiency of part and whole training methods: a review of the literature... Port Washington, N. Y., U. S. Department of the Navy, Naval Training Device Center, 1962.

34 pp. (Technical report: NAVTRADEVCEEN 950-1)

Reviews research on learning methods dependent on training by component of a task, and by the entire task. Identifies principles most useful for training and presents conclusions concerning the types of methods which seem to be applicable.

Orth, Charles D., 3rd.

Social structure and learning climate; the first year at the Harvard Business School. Boston, Harvard University, Graduate School of Business Administration, Division of Research, 1963. 236 pp.

Examines elements of social structure of two first year sections of Harvard Business School in order to determine 1, how much they differed on important influences of social behavior, 2, how individual academic progress was affected by these influences, and 3, how the groups as a whole were affected by different patterns of norms and behavior codes.

Parker, James F., Jr. and Judith E. Downs.

Selection of training media. Wright-Paterson Air Force Base, Ohio, United States Air Force, Aerospace Medical Laboratory, Behavioral Sciences Laboratory, 1961. 96 pp. (ASD technical report 61-473)

Presents a report devised to assist a training analyst to select specific training aids to use in developing a personnel subsystem of a military system. Examines the classification of human performance within systems, efficient learning environments, the simulation of contextual environment, and various training media. Discusses the selection of training media in relation to specific training objectives.

Porter, Elias H.

✓ Manpower development; the system training concept. New York, Harper & Row, 1964. 131 pp.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Reeves, Elton T.

Applied psychology in the training director's job. Journal of the American Society of Training Directors, vol. 15, no. 11, November 1961, pp. 20-30; vol. 16, no. 1, January 1962, pp. 18-24.

Series of papers on psychological implications in training including: Industrial measurement of leadership potential; The evaluation of leadership; The utilization of informal group formation in industry; and Status as personal motivation.

Schroder, Harold M.

The interaction between stages of development and training methods. Princeton, N. J., Princeton University, 1961. 24 pp. (Contract Nonr 1858 (12), Technical report no. 8)

Trow, William C.

Teacher and technology; new designs for learning. New York, Appleton-Century-Crofts, 1963. 198 pp.

Considers different kinds of instructional media, both old and new and discusses how the new technology may be integrated into successful pattern of instruction.

U. S. Department of the Air Force. Air Force Systems Command. Behavioral Sciences Laboratory.

The effects of task organization, training time, and retention interval and the retention of skill, by James C. Naylor, George E. Briggs, and Walter G. Reed. Wright-Patterson Air Force Base, Ohio, 1962. 20 pp. (AMRL-TDR-62-107)

U. S. Department of the Navy. Naval Training Device Center.

Deriving training device implications from learning theory principles. Port Washington, N. Y., 1961. 3 v. (NAVTRA-DEVGEN 784-1, 784-2, 784-3)

Vol. 1: Guidelines for training device design, development and use; Vol. 2: Methodology; Vol. 3: Specific learning principles.

U. S. Naval Training Device Center.

The use of cuing in training tasks, by J. Annett and J. K. Clarkson. Port Washington, N. Y., 1964. 47 pp. (Technical report: NAVTRADEVGEN 3143-1)

"... attempt to provide some basic data on cuing as a training technique for monitoring tasks...."

U. S. Office of Manpower, Automation and Training.

✓ Manpower and automation research sponsored by.... Washington, 1964, 1965.

Both issues list research in training, who is doing it and where.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Wright, Moorhead.

Individual growth: the basic principles. Personnel, vol. 37, no. 5, September-October 1960, pp. 8-17.

Ten generalizations about human development which emerged from a General Electric research study completed in 1953. As the author says, they are "simple and even obvious" ... but - "study and observation indicate... that these... principles are more often violated and ignored than observed and honored."

Ziller, Robert C.

The leader's perception of the marginal member. Personnel administration, vol. 28, no. 2, March-April 1965, pp. 6-10.

Describes an experiment which leads to the conclusion that leaders of higher rated training teams encourage the development of members of marginal performance.

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NOTES ON ADDITIONAL SOURCES

1. The selected items listed here represent only a minor part of the recent literature in this field. The Civil Service Commission Library plans to issue a comprehensive list of personnel research material as one of the forthcoming numbers in the Personnel Bibliography Series.

2. For references to additional bibliographies in this area see the Bibliography of Bibliographies in Personnel Administration issued by the Library.

PERSONNEL BIBLIOGRAPHY SERIES

- No. 1. Position Classification, June 1960. (Out of print)
- No. 2. Organization for Personnel Administration. July 1960.
- No. 3. Recruitment for the Public Service. January 1961. (Out of print)
- No. 4. Planning, Administration, and Evaluation of Executive Development Programs. June 1961.
- No. 5. Executive Development Methods. August 1961.
- No. 6. The Federal Civil Service--History, Organisation and Activities. May 1962.
- No. 7. Employee-Management Relations in the Public Service. September 1962.
- No. 8. Examination Procedures in the Federal Civil Service. December 1962.
- No. 9. Bibliography of Bibliographies in Personnel Administration. June 1963.
- No. 10. Staffing the Higher Federal Civil Service. March 1963.
- No. 11. Manpower Planning and Utilization in the Federal Government. June 1963.
- No. 12. Federal Employment--Characteristics and Requirements. August 1964.
- No. 13. Federal Employment--Benefits, Leave Practices, and Services. September 1964.
- No. 14. Federal Employment--Retirement, Insurance and Medical Care Programs. December 1964.
- No. 15. Scientists and Engineers in the Federal Government. April 1965.
- No. 16. Productivity, Motivation and Incentive Awards. June 1965.
- No. 17. Position Classification and Pay in the Federal Government. September 1965.
- No. 18. Planning, Organizing and Evaluating Training Programs. January 1966.
- No. 19. Training Methods and Techniques. January 1966.

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